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ABSTRACT

Participants of the twenty-first Lake Okoboji Educational Media Leadership Conference studied the role of instructional technology and of the media professional in the future of American education. This report presents the conference's proceedings and working papers dealing with eight subtopics: (1) facilitating the education of the whole child through combination of values, technology, and humanization; (2) lifelong learning for both vocational and avocational interests; (3) training future professionals; (4) models of research for direction and implications; (5) alternatives available for the most pressing problems in the next decade; (6) variables affecting the media professional in 1984; and (7) survival strategies for the educational media profession. Delegates' concerns about the theme are appended. (SC)

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SUMMARY REPORT
of the
TWENTY-FIRST LAKE OKOBOJI
EDUCATIONAL MEDIA LEADERSHIP CONFERENCE

Iowa Lakeside Laboratory
Lake Okoboji, Milford, Iowa
August 18-23, 1975

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1975 THEME: 1984--LESS THAN A DECADE AWAY

Editors: Jan W. Cureton and Lee W. Cochran
Copy Layout: Ann Clark
Photography: Charles Seemuth

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FOREWORD

Each year for the past twenty years, leaders in educational media have met on the shores of Lake Okoboji in northwest Iowa to interact around a theme of concern to the profession.

This 21st meeting, while enhancing the long and illustrious traditions of former conferences, stands alone in the minds of memories of its participants. That is as it should be, for therein lies the beauty of the Okoboji experience. Each conference creates its own particular blend of environment, personalities, and issues, providing its partakers a truly unique experience.

"1984--Less Than a Decade Away," was the theme for the 21st Lake Okoboji Educational Media Leadership Conference. It provided a springboard for discussion around eight sub-topics:

Education for the Whole Child
Lifelong Learning "A Better Place"
Training Future Professional Educators
Research: Directions and Implications
Future Thinking (Getting from There to Here)
Alternatives and Values: 1984
Media Professionals in 1984 - The Probable - The Possible - The Preferable
Survival Strategies, 1975-1984

The events and outcomes of the general sessions and small group meetings are the substance of this report. No effective way has been found yet to report the countless episodes of an interpersonal nature which have affected the personal and professional lives of people. But that's as it should be... for perhaps you the reader someday will be attending your first, or another, Okoboji Conference, and for you that experience should be very special, and only as private or public as you wish it to be.

It should be noted that at the 21st Conference there were more state affiliates represented, more first-timers, and a higher percentage of women delegates than at any previous Okoboji Conference. And the 1976 Planning Committee has its first lady chairperson, Andd Ward.

A special thanks should go to Barry Bratton and his hard-working Planning Committee for their tireless pre-planning and stunning kick-off presentation. This was the first conference in which the Planning Committee itself was the opening "keynoter." Ray Muston and Dennis Myers did an equally superb job as co-chairmen in guiding the activities of the week.

Continuing thanks, from the hearts of all Okobojians, go to Lee Cochran for his dedicated concern and assistance in making all our lives a lot brighter each year!

To Jan Cureton and Lee Cochran for editing the copy and pictures, and to Ann Clark for preparing this visual feast, go our unremitting thanks and gratitude.

Please keep in mind dear reader that what you are about to read are proceedings of a conference--thoughts, ideas, brainstorms, reflections, and other assorted revelations. View them as catalysts rather than as conclusions, as probings rather than as findings, as possibilities rather than as policies.

Happy reading!

Bill Oglesby
Chairman, Iowa Committee
University of Iowa

PERSONS ATTENDING THE 21ST LAKE OKOBOJI EDUCATIONAL MEDIA LEADERSHIP CONFERENCE

August 18-23, 1975

Iowa Lakeside Laboratory, Lake Okoboji, Milford, Iowa

		REPRESENTING	YEAR(S) ATTENDED
1.	AINSLEY, Lucy Instructional Media Center Birmingham Public Schools, Birmingham, MI 48010	Planning Committee	73-75
2.	AIST, Eugene Assistant Professor, Instructional Technology Central Missouri State University, Warrensburg, MO 64093	Missouri	75
3.	BEDARD, Richard G. Director of Instructional Media Worcester Public Schools, 10 Burtenmar Circle, Paxton, MA 01612	Massachusetts	75
4.	BONNER, Dan Education Service Center, Region XIII 6504 Tracor Lane, Austin, TX 78721	Texas	75
5.	BRATTON, Barry Project Coordinator, Hill Family Foundation Instructional Development Project, The University of Iowa 211 Med Labs, Iowa City, IA 52242	Planning Committee	71, 74, 75
6.	BURNS, William J. Media Consultant Grant Wood Area Education Agency, 4401 Sixth St. Rd. SW, Cedar Rapids, IA 52404	Iowa	75
7.	COCHRAN, Lee W. Chairman Emeritus, Iowa Committee 35 Olive Court, Iowa City, IA 52240	U of Iowa	55-75
8.	COCHRAN, Lida M. Assistant Professor, College of Education The University of Iowa, Iowa City, IA 52242	U of Iowa	60-75
9.	COOPER, Leila Grace 1507 Wellington Drive, Columbia, SC 29204	South Carolina	75
10.	CORSO, John Duneland School Corporation, 744 S. 2nd Street, Chesterton, IN 46304	Indiana	75, 75
11.	DEBES, John Coordinator of Visual Literacy Government & Education Markets Services, Eastman Kodak Company, Rochester, NY 14650	Business	75
12.	DUNN, Susannah ESEA IV B, Branch, 1900 Washington Street West Virginia Dept. of Education, Charleston, WV 25305	West Virginia	75
13.	ERICKSON, Edwin Library/Media Director Black Hills State College, 105 Clark Lane, Spearfish, SD 57783	South Dakota	75
14.	FISH, Calvin AV Coordinator Manchester High School, Manchester, CT 06040	Connecticut	75
15.	FLEMING, Ross A. Director, Learning Resource Center Otterbein College, Westerville, OH 43081	Ohio	75
16.	FREISINGER, Shelly David 1012 Dorsey Lane, Tempe, AZ 85281	Graduate student	75
17.	GILKEY, Richard W. Director, Educational Media Dept. Portland Public Schools, 631 NE Clackamas Street, Portland, OR 97208	AECT	64, 75
18.	GRAF, David Learning Resource Center, University of Wisconsin Stevens Point, WI 54481	Graduate student	75

		REPRESENTING	YEAR(S) ATTENDED
19.	GRIMES, George Wayne Co. Intermediate School District, 1500 Kales Building, 76 West Adams, Detroit, MI 48226	AECT	75
20.	HAGAMAN, Hugh Media Director University of North Carolina, Greensboro, NC 27420	North Carolina	75
21.	HILL, Harold E. Professor, Department of Communication University of Colorado, 1165 Broadway, Boulder, CO 80302	AECT	63-72, 74, 75
22.	HLYNKA, Denis Assistant Professor, Faculty of Education University of Manitoba, Winnipeg, Canada	Canada	75
23.	HUBBARD, Richard Associate Professor Audiovisual Communications and Technology State University of New York, Oswego, NY 13126	Voted back	58-60, 70-71, 73-75
24.	HUFFMAN, Stanley Director, Learning Resource Center VPI & State University, Patton Hall, Blacksburg, VA 24061	Virginia	66, 75
25.	JENSEN, Norman Manager of Utilization KCTS/9, University of Washington, BH-10, Seattle, WA 98195	Washington	75
26.	LAMBERSKI, Richard 119 Mitchell Instructional Services Building, The Pennsylvania State University, University Park, PA 16802	AECT	74, 75
27.	LENT, Richard M. 116 Huntington Hall, 150 Marshall Street, Syracuse, NY 13201	Graduate student	75
28.	LINSTRUM, Richard Director, IMC San Luis Obispo Co. Schools, 1306 Higuera Street, San Luis Obispo, CA 93401	California	75
29.	LOWE, Albert J. 9620 Wickersham Road, #1141, Dallas, TX 75238	Graduate student	75
30	LUZ, Teofila G. de la Roberto Clemente 270, Colina San Agustin, Rio Piedras, PR 00926	Puerto Rico	75
31.	McBEATH, Ron J. Director, Instructional Resources Center San Jose State University, San Jose, CA 95182	Voted back	73-75
32.	McGRADY, Donna Box 386, Hillsboro, IN 47949	AECT	75
33.	MARSH, Paul Department of Education Montana State University, Bozeman, MT 59715	Montana	75
34.	MERGENER, Roland Audiovisual Director Rhode Island College, 600 Mt. Pleasant Avenue, Providence, RI 02904	Rhode Island	75
35.	MILLER, Jerome School of Library Science, University of Illinois, Champaign, IL 61820	Graduate student	75
36.	MILLER, Marilyn L. Associate Professor School of Librarianship, Western Michigan University, Kalamazoo, MI 49008	Michigan	75
37.	MILLER, Rosalind Assistant Professor Georgia State University, 33 Gilmer Street, S. E. Atlanta, GA 30303	Georgia	75
38.	MUSTON, Ray Associate Dean, College of Education The University of Iowa, Iowa City, IA 52242	Voted back	74, 75

		REPRESENTING	YEAR(S) ATTENDED
39.	MYERS, Dennis C. Assistant Professor & Director, Teacher Center University of Toledo, Toledo, OH 43606	Voted back	67, 69, 71, 74-75
40.	NEELY, Robert District Media Director Beaverton School District, P.O. Box 200, Beaverton, OR 97005	Oregon	75
41.	NIBECK, Richard Deputy Executive Director AECT, 1201 Sixteenth St., N.W., Washington, D.C. 20036	AECT	63, 64, 66 68, 70, 73, 75
42.	OBRENOVICH, Michael Graphic Artist AV Services, Arizona State University, Tempe, AZ 85281	Arizona	75
43.	OGLESBY, William B. Director, Audiovisual Center The University of Iowa, Iowa City, IA 52242	Planning Committee	68-75
44.	PAYNE, Ed AV Director Lakewood College, 3401 Century Avenue, St. Paul, MN 55110	Minnesota	75
45.	RAGAN, Tillman J. Associate Professor & Director, Educational Media Center, The University of Oklahoma, 820 Van Vleet Oval, Norman, OK 73069	Voted back	74-75
46.	RANDE, Hjalmar Director, UNIVERSITETFORLAGET Ulleval Kino, Vestgrensa 2, Oslo 8, Norway	Norway	75
47.	SCHOLES, Gene Director, Audiovisual Center Eastern Illinois University, Charleston, IL 61920	Illinois	75
48.	SCHWIEDER, Arthur W. 42 Lee Road, Dryden, NY 13053	Graduate student	75
49.	SMITH, Patricia Media Production Director University of Oklahoma, Health Science Center, Oklahoma City, OK 73190	Oklahoma	75
50.	SPITZER, Dean R. Department of Educational Communications Ed. 115, State University of New York, Albany, NY 12222	Research	75
51.	STEPHENS, Robert Director, Media Center Arkansas State University, P.O. Box PPP, Jonesboro, AR 72467	Arkansas	75
52.	STORM, Susan Teaching Assistant, College of Education The University of Iowa, Iowa City, IA 52242	Planning Committee	73-75
53.	SUSTIK, Joan M. 802 Fifth Street, Coralville, IA 52241	Graduate student	75
54.	TODD, Alan D. 2327 Glen Oaks Drive, Norman, OK 73069	Graduate student	75
55.	TRONE, Connie Media Specialist Crawford Elementary School, 17th & Florence Streets, Aurora, CO 80011	AECT	74-75
56.	VIRGO, Ralph North Dubuque Road, Iowa City, IA 52240	Graduate student	75
57.	WAGNER, Elmer H. Head, Dept. of Educational Technology McNeese State University, Lake Charles, LA 70601	Louisiana	75
58.	WAHLI, Shmuel Larry J. 14809 Bremer Road, New Haven, IN 46774	Graduate student	75
59.	WARD, Andd Department of Instructional Technology Rhode Island College, Providence, RI 02908	U of Iowa	75

		REPRESENTING	YEAR(S) ATTENDED
60.	WARD, Jerry K. Office of Educational Technology 252 Hall Memorial Building, Gallaudet College, Kendall Green, Washington, D. C. 20008	Deaf education	75
61.	WELLIVER, Paul W. Associate Professor of Education Penn State University, 320 Rachley Building, University Park, PA 16802	Pennsylvania	75
62.	WHITING, Ralph Special Education Center Route 2, Box 102, Onalaska, WI 54650	Wisconsin	75
63.	WILKERSON, Mary Jefferson County School System, 209 Bellemeade Road, Louisville, KY 40222	Kentucky	75
64.	WILLIAMS, Nina Supervisor, ITV Utilization Broward County School System, 6600 SW Nova Drive, Fort Lauderdale, FL 33314	Florida	75
65.	WOOD, Mike Instructional Media Specialist Manhattan Public Schools, 1412 Jarvis, Manhattan, KS 66502	Kansas	75
1.	BENSON, Bob & Tanya Resident Managers Iowa Lakeside Laboratory, Milford, IA 51351	Iowa Committee	66-75
2.	BOEKELMAN, V. H. Fort Dodge Community Schools 330 First Avenue North, Fort Dodge, IA 50501	Iowa Committee	75
3.	CLARK, Ann Secretary, Audiovisual Center The University of Iowa, Iowa City, IA 52242	Iowa Committee	62-75
4.	CLARK, Eugene Engineering Shop The University of Iowa, Iowa City, IA 52242	Iowa Committee	62, 64-65, 67-70, 73, 75
5.	COOPER, Jerry Campus Service The University of Iowa, Iowa City, IA 52242	Iowa Committee	72-75
6.	CURTON, Jan W. Manager, Media Library The University of Iowa, Iowa City, IA 52242	Iowa Committee	66, 71, 75
7.	FORBES, Loren R. Forbes Manager, Campus Service The University of Iowa, Iowa City, IA 52242	Iowa Committee	69, 71-75
8.	HANSON, Barbara Secretary, Motion Picture Unit The University of Iowa, Iowa City, IA 52242	Iowa Committee	75
9.	HEFFRON, Ed Educational Media The University of Iowa, Iowa City, IA 52242	Iowa Committee	75
10.	SEEMUTH, Charles Manager, Photo Service The University of Iowa, Iowa City, IA 52242	Iowa Committee	71-75

1975 OKOBOJI CONFERENCE PLANNING COMMITTEE

The 1975 Okoboji Planning Committee consisting of 3 members elected by the participants of the 1974 Okoboji Conference, and 2 members appointed by AECT President Harold Hill prior to the end of the 1974 conference, selected the theme "1984--Less Than a Decade Away." They also made plans for their meeting at Dallas during the AECT Convention in April, 1975 and for the program at the AECT Luncheon. The third meeting was held on Sunday, August 17, 1975, the day before the opening of this year's conference.

Prior to the final meeting, much planning and discussion had been carried on by mail. On Sunday, August 17, the committee made committee assignments, and finished the preparation of the opening session.

1975 PLANNING COMMITTEE:

First row: Lee Cochran, Barry Bratton, Harold Hill, Tom Wilson, Lucy Ainsley, Les Satterthwaite, Susan Storm

Second row: Lida Cochran and Bill Oglesby

Guidelines for the conference were established within the framework of an unstructured conference. The first meeting was planned to set the mood and open up questions on the theme, with the remaining meetings under the direction of the delegates and the co-chairpersons to be elected. The Iowa Committee provided the logistics of the Conference arrangements and operation.

IOWA COMMITTEE:

First row: Buck Boekelman, Bill Oglesby, and Bob Benson

Second row: Ed Heffron, Jerry Cooper, Loren Forbes, Barbara Hanson, Chuck Seemuth, Ann Clark, Jan Cureton, Lee Cochran, Lida Cochran, and Tanya Benson

FIRST GENERAL SESSION

Date and Time: Monday, August 18, 7:30 p.m.

Chairman: Barry Bratton, Chairman, Planning Committee

Opening prayer & welcome: William Oglesby

To improve group understanding and set the mood for the discussion to follow, the meeting was opened with several exercises in group dynamics. Each participant was asked to list several facts about himself or herself on a color-coded card which was then suspended around the neck. Participants were given 5 minutes to move around and read about each other, in silence, before they were separated into ten groups according to the color code on the cards. Each group had 20 minutes to discuss and report on their choice of the following topics:

1. Current political, economic and social stabilization may lead to complacency and a laissez-faire attitude toward education.
2. Effect of declining enrollments on future educational systems.
3. Life-long learning.
4. Facilitating education of the whole learner.
5. Human potential vs. human exploitation.
6. Environmental control vs. individual freedom.
7. Declining birthrates in the technological societies vs. expanding birthrates in emerging nations.
8. The morality of technology.
9. Training our future professional educators.
10. Professional Associations (AECT) in 1984.
11. The effects of technology on leisure and work.
12. AV + I. T. = I. D.

In several cases, two of the topics were combined by some of the groups reporting.

A 10-minute break was called at 9:05. At 9:15 the Planning Committee provided a multi-media presentation titled "1984--Less Than a Decade Away." Using film clips, slides and live vignettes, the vision of 1984 was presented from many points of view-- from Jules Verne, planners of the 1939 World's Fair and George Orwell, to Isaac Azimov, and Alvin Toffler. It was interesting to note that many of the predictions of Jules Verne have come true, while predictions from the 1939 World's Fair may never be realized. Some of Orwell and Toffler's predictions are already technologically possible. The question most graphically raised by the presentation was the fact that while we can do almost anything technologically, we find many human problems almost impossible to solve. The haunting story by Azimov of a child in the future, who finds a story describing the human experience of school in our time, much more appealing than the lonely automated schoolroom in her home, seemed to underscore the need for educators to re-emphasize the human dimension. This was reinforced by Orwell's dialogue between sweethearts from his book 1984.

The presentation concluded with the thought that as educators who are involved in media and technology, our real need is to be certain that technology remains the servant, not the master.

The meeting adjourned at 10:20 p.m.

* * * * * *

SECOND GENERAL SESSION

Date and Time: Tuesday, August 19, 8:30 a.m.

Chairman: Barry Bratton

The meeting was opened with an explanation of what the Planning Committee does, and how it prepares for the conference. Next the topics chosen by groups to report on Monday night were re-introduced. Barry Bratton explained that the conference participants were now free to decide whether to utilize any or all of the suggested topics for further exploration, or to introduce new topics which they felt were of more importance. Considerable discussion followed. The subject was temporarily tabled while the Nominating Committee presented their report.

Harold Hill explained the procedure followed in the past for electing co-chairmen of the conference. Lee Cochran moved that the twelve returnees be nominated for co-chairmen of the conference, and that from that slate, two be selected. The returnees were introduced and ballots cast.

A 15-minute break was declared while the votes were counted.

The meeting resumed at 10:00, when Harold Hill announced that the 1975 Lake Okoboji Educational Media Leadership Conference had elected Ray Muston and Dennis Myers to serve as co-chairmen.

The discussion on what topic or topics to select continued. Finally the following seven topics were selected as temporary starting points for the groups to examine:

1. Education for the Learner
2. To Make One's Mind a Better Place
3. Training Future Professionals
4. Research Modes for the Future
5. Methods of Thinking for the Future
6. Maximizing Human Potential in Spite of Implications of Energy/Financial Crises in Education
7. The World View

Dennis Myers announced that the small groups would meet during the afternoon. A general meeting would be held at 7:00 p.m., at which time each group would present a statement of its goals and purposes. The meeting was adjourned at 11:45 a.m.

* * * * * *

THIRD GENERAL SESSION

Date and Time: Tuesday, August 19, 7:25 p.m.

Co-Chairmen: Ray Muston and Dennis Myers

The meeting was called to order by Ray Muston. Bill Oglesby introduced the members of the Iowa Committee.

Bob Neely introduced the Energy-Environmental Simulator on display, and announced that he would demonstrate it at an "after-hours" session in Mahan Hall after the general meeting.

(Third General Session continued)

The group reports were presented. Several topic titles had been changed, and an eighth group had been formed, as follows:

1. Facilitate the Education of the Whole Child
2. Lifelong Learning
3. Training Future Professionals
4. Research in the Future
5. Future Thinking
6. The Energizers, Maximizers, Prioritizers
7. 1984 - Which Will It Be--The Probable, The Possible, The Ideal?
8. Curriculum

Dennis Myers offered the following checklist to assist the groups in planning their work:

Have you listed your group name, number, meeting place and title of report?
Have you listed group membership?
Have you resolved the issue of group leadership?
Have you provided a record keeping and reporting function?
Do you know where you are going?
How do you plan to get there?
Is your goal important? Feasible? (given time this week) Possible?
Does everyone understand where you are going? Are they committed to it?
How will you know when you are finished?
How will you assess the quality of your work?

Ray Muston announced that there would be a short general meeting on Wednesday morning at 8:30 and the meeting was adjourned at 8:59 p.m.

* * * * * *

FOURTH GENERAL SESSION

Date and Time: Wednesday, August 20, 8:30 a.m.

Chairman: Dennis Myers

The meeting was opened at 8:40 a.m., and the following announcements were made by Chairman Myers:

Lucy Ainsley was appointed Chairman of Rest and Nitpicking.
Tillman Ragan was asked to serve as "Summarizer" for the conference.

Marilyn Miller presented a report which she had helped to prepare under a Title I grant, titled Futurism and Schools--Media Development. Extra copies were made available to conference participants.

Ray Muston presented the participants with a round TUIT.

Harold Hill announced that an "auction" would be held to raise funds for the AECT Leadership Development Committee on Friday evening. Participants were asked to donate articles or services which could be auctioned off.

It was moved and seconded that the meeting be adjourned and the participants continue to work in small groups until Thursday morning at 8:00. The motion passed and the meeting was adjourned at 9:15 a.m.

FIFTH GENERAL SESSION

Date and Time: Thursday, August 21, 8:15 a.m.

Chairman: Ray Muston

Announcements: After hours session on "Future Thinking" conducted by Dean Spitzer.

Participants should consider who to nominate as candidates for the 1976 Planning Committee.

Discussion followed concerning whether the Conference should have a final report and how it should be disseminated. Suggestions included news releases, a visualized report, a written report, and a combination of all three. Harold Hill announced that AECT would publish an article about the Conference in the December issue of Audiovisual Instruction, including some pictures. He also said that a presentation at the AECT Convention in Anaheim would be a possibility, but he must know whether this was desired by Saturday.

After considerable discussion, it was moved and seconded that the 1975 Lake Okoboji Educational Media Leadership Conference should prepare a report of its activities. The motion was passed. It was further moved and seconded, that this report should be made available to the participants and others who might be interested in a printed form and that emphasis be made that the reports are "working papers." This motion also passed.

Jack Debes proposed that a small committee be created to prepare a visual presentation of the conference results for wider dissemination. Participants were asked to volunteer their services for this committee.

In response to a request by Dennis Myers to determine a time to present tentative reports from the small groups, Harold Hill moved that each group present a 10 minute report during the next hour and twenty minutes. The motion passed and the meeting recessed for a 10 minute break.

The meeting resumed with a motion that smoking be prohibited during meetings in Mahan Hall. The motion carried.

The group reports were made:

Group 2: Lifelong Learning. Reported that they are exploring ways to create a model that will provide learning opportunities for both vocational and avocational interests. *(Title changed from "To Make One's Mind a Better Place.")*

Group 6: Alternatives *(Title changed from "Maximizing Human Potential in Spite of Implications of Energy/Financial Crises in Education)*

The group is examining the alternatives available for some of the most pressing problems which we will face by 1984.

(Fifth General Session continued)

Consumption	vs.	Depletion
Shortness of time to make needed changes between now and 1984	vs.	Severity of social, political and economic changes
Need for change of attitudes	vs.	Society's reluctance to change
Externally imposed attitudes	vs.	Internally realized attitudes
Owning	vs.	Sharing
Disposable	vs.	Renewable
Non-negotiable fiscal demands	vs.	Negotiable fiscal programs
Unrestricted suburban and urban	vs.	Community Planning

Group 8: Survival Strategies for the Educational Media Profession
(Title changed from "Curriculum")

Defined the following goals: 1) Accountability for the learner, 2) Assessing student needs, 3) Translate models into action, 4) Clarify role perception, 5) Integrate media into the curriculum and 6) Do a capabilities assessment.

Group 7: 1984 - Which Will It Be--The Probable, The Possible, The Ideal?

Identified the variables which will affect the Media Generalist in 1984. Demonstrated a model for future thinking about these variables which includes three possibilities defined as follows:

Probable--if we do just what we have been doing.
Possible--if we do what we are doing now plus make some progress.
Ideal--if we do what we are planning to do now.

Group 1: Facilitating the Education of the Whole Child.

John Corso reported that the group is working separately on the following three points: values, technology, and humanization, and will combine their efforts shortly.

(Fifth General Session continued)

Group 3: Training Future Professionals.

Elmer Wagner reported that through utilization of predictions about 1984, they are zeroing in on the training needs for future educators, which will be utilized in preparing their final report.

Group 5: Future Thinking

Alan Todd reported that they have explored many methods for future thinking, but now need some problems to which they can apply the various processes they have devised. They invited other groups to use them as a "reference" or "service" by giving them problems which they can explore. Have not decided on the final product.

Group 4: Research: For Directions and Implications

Reported that they had worked out a model for determining what the present status of research in a specific area might be, and further studies which might be needed. Also identified the various areas which should be examined for implications of research.

Guidelines were handed out to assist the participants in preparation of their final reports. NOTE: The Final Report will be printed "AS IS" with the exception of correcting obvious minor errors in punctuation or spelling.

Discussion was held on what kind of a time-line should be followed in order to complete all work by Saturday morning. It was moved and seconded that the chairman appoint several participants to establish a time-line acceptable to the group which will be handed out at the dining hall during lunch. The motion carried and the meeting was adjourned at 11:15 a.m.

SIXTH GENERAL SESSION

Date and Time: Thursday, August 21, 9:40 p.m.

Co-Chairmen: Dennis Myers and Ray Muston

It was moved and seconded that the 22nd Lake Okoboji Educational Media Leadership Conference be held in 1976. The motion was carried.

Richard Gilkey, AECT President-Elect, assumed the chair. He explained that the Planning Committee consisted of three members elected by the participants and two members appointed by the President of AECT. The Chairman of the Iowa Committee, Chairman of the Leadership Fund and Lee Cochran serve in ex-officio capacity. The criteria for nominees to the Planning Committee are:

(Sixth General Session continued)

1) leadership and imagination, 2) able to attend the AECT Convention, and 3) able to attend the 1976 Lake Okoboji Educational Media Leadership Conference. Nominations were opened and the following nominated:

Michael Obrenovich	Andd Ward
Larry Wahli	William Burns
Donna McGrady	John Corso
Tillman Ragan	Richard Lamberski

Ballots were cast, and Richard Gilkey announced that Michael Obrenovich, Donna McGrady and Tillman Ragan had been elected by the participants, with Andd Ward and John Corso, appointed by President-Elect Gilkey, to serve as AECT representatives.

It was announced that the Planning Committee would meet briefly after the close of the meeting, and the meeting was adjourned at 10:30 p.m.

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SEVENTH GENERAL SESSION

Date and Time: Friday, August 22, 2:00 p.m.

Co-Chairmen: Ray Muston and Dennis Myers

After a brief introduction, each of the groups had fifteen minutes to present their report, answer any questions, or make any revisions as suggested by the participants.

The meeting was adjourned at 4:50 p.m.

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EIGHTH GENERAL SESSION

Date and Time: Friday, August 22, 9:00 p.m.

Co-Chairmen: Dennis Myers and Ray Muston

The meeting was turned over to Albert Lowe who acted as auctioneer for the Auction to raise funds for the AECT Leadership Fund. The total amount raised by this activity was $623.00.

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NINTH GENERAL SESSION

Date and Time: Saturday, August 23, 8:15 a.m.

Co-Chairmen: Ray Muston and Dennis Myers

Andd Ward, having been elected Chairman of the 1976 Planning Committee, announced that the 1976 theme would be "Visual Literacy: The Last Word."

(Ninth General Session continued)

The following resolutions were proposed and accepted by the Conference:

1. RESOLVED: That the 1975 Okoboji Conference, having considered the situation of U.S. education up to the year 1984, has noted the needs of students in U.S. schools and the urgency of improving both the appeal and the effectiveness of our schools, therefore strongly recommends increased funding for visual educational research, the creation of visual educational tests and the training of teachers in visual classroom methods.

As an official leadership body of AECT, we urge the national AECT organization to press with renewed force for such funding and to seek the cooperation of other organizations serving education so as to multiply the effectiveness of such efforts.

2. RESOLVED: That the AECT Board of Directors be urged to create a task force to study the future and its implications on education. As a result of this study, this task force would prepare a report outlining the vocational opportunities and/or roles which the educator may be expected to fill, the training which will be needed, and the planning which should be set in motion now to meet these needs.

3. RESOLVED: That our thanks and appreciation be extended to Willard R. Boyd, President of The University of Iowa, and Robert F. Ray, Dean of the Division of Extension and University Services, for their continued support of the Lake Okoboji Educational Media Leadership Conference.

4. RESOLVED: That sincere appreciation be extended to the office staff, to the members of the Iowa Committee, and the 1975 Planning Committee for their efforts in making the Lake Okoboji Conference a success.

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The summary of the conference was given by Tillman Ragan as follows:

CONFERENCE SUMMARY

by Tillman Ragan

What is the role of a summary at a conference like this? What function or functions can it serve? Seriously now, what would you share with your colleagues, as a summary right now if you were in my shoes. You see, from one point of view, I'm not really up here doing this for you. I'm your surrogate. Since we can't all give the summary to everybody, somebody has to do it for everybody. Such a summary would be like a good sermon. You say what people are thinking. You add nothing new, since a summary, by definition, is a recapitulation in some form of what has gone before.

However, another view of a summary is that it presents what has gone before; pulled together, synthesized, or massaged in some fashion to create a new meaning. I'd like to do the first kind--to try to say what you would

say. It would be easier and, I think--safer. Nevertheless, I am compelled to present a summary of the second category--to create and deliver a new message--one that is my own. While I sincerely hope my message does ring some bells at least for each of you; that it is somehow a representation which you find compatible with your own of our weeks experience; I want you to realize that I understand that it may not. At the very least, however, I hope that your experiences over the past week are such that even if my reality is not the same as yours, you can accept and appreciate it anyway.

I think it was Will Rogers who said of Oklahoma weather, "If you don't like it, wait a few minutes." Here at the Lakeside Laboratory, from August 17 to August 23, we have been treated to a wide variety of weather, calling from everything from the wearing of mukluks and parkas to the greatest allowable opposite extreme. We've seen and felt the dynamic interplay of the forces of nature. Among other things, all those cold fronts, warm fronts, the backs of fronts, and other meteorological variables, have produced bright flashes in the sky, loud sounds in the air, the production of water in all three states, as hail, rain and as steamy vapors to wander through, breathe, and sweat with.

But the forces of nature, spectacular as it may have been, played second fiddle to some other forces I've seen here this week. I've seen both confluence and divergence between people--between one's self and others; others with others; group and individuals; groups and groups! We've also seen interplays not only between those things but also other factors. For example, did you experience an interplay or conflict between your desires and needs for interaction with people and your desires and needs for rest? I'm sure many of you may not be as weak and feeble as I am, but I need a hell of a lot more sleep than I got at Okoboji this year. How about your desire for output versus your desires for growth? How many of you found a point at which needs for impressiveness, quality, or quantity of output in writing, presenting, or informal sharing, started to take over or fight with your goals and needs for growth and learning from others? To put it as a loaded question: "When did you start to feel defensive about your report?" Well, probably <u>you</u> never got defensive, but what about that turkey on your left, for instance?

There has also been a highly complex interplay at this conference in terms of our theme, "1984, Less Than a Decade Away." Over the week I've seen an interplay between topics that are close together or identical at one conceptual level and miles apart at another. There's also been an interplay <u>within</u> topics as the members of a group shared and grew. At any rate, we've been first-hand witnesses to the multiplicity of our concerns and the multiplicity of ways of looking at them. We've seen multiple realities as the basis of our contrasting concerns and we've produced multiple realities as outgrowths of those concerns. Finally, we've seen attempts at systematic thought performed in a non-systematic world or context (research group), and incidentally, with the future's group, the converse.

In part, at least, I see the different ways by which educational technologists come in on the same problems as our professional area's analogy to cultural pluralism. This is one thing for which there seems to be no contradiction--we are a highly diverse field. So diverse, in fact, that I sometimes

(Ragan's summary continued)

wonder, along with some of you, if we are in fact a field at all. Perhaps we're a movement. But a movement is something going somewhere and even that analogy draws as much doubt as it does relief. We're moving all over the place, in different directions. As some groups have illustrated on the other hand, there are ways to work with our alternatives which might influence the future. We've seen viewpoints which look toward influencing the future--directly expressed as an assumption or condition, or indirectly, as evidenced by doing things--like writing a report, reading and sharing with others--which I don't believe could be done if there weren't an implicit assumption that it would make a difference-- somewhere, somehow, to somebody. The assumption of making a difference or influencing the future still raises the question--Can we? --Not just as individuals now but as a group, or if you will--a movement.

Willingness aside, do we have the tools? Are we set up to do that? The implication I draw from the reports I've read and heard is "no." I don't think we really are moving like a movement can, or could because maybe we don't have the tools to work in a pluralistic profession. Perhaps the profession is just too diverse and its elements themselves are moving about too much to begin with. But the diversity seems to me to be perfectly legitimate. I hope this sounds rather hopeless at this point, because that's exactly what it is--at least at certain times or on some issues. But at what times and on what issues is it really hopeless? How many times does it look that way to you, and you turn out to be wrong? "The report can't be written by 10:30!" "Well, what do you know--there's the report and it's only 10:35." "We can't do a decent job on this under these conditions!" "Lookit that,--not bad!" And so on.

Somewhere along the way there is a lot of what I define as leadership in our profession, --to stay in the fray. Given the practically hopeless complexity produced by the jobs we set out to do as educational technologists, --the pitifully weak tools at our command, the limited amount of time before it all catches up with us and runs us down, our finite energy reserves--both personal and otherwise, and finally,--as if that weren't enough,--the fact that even your own colleagues can't see it your way. Given all that, it takes a lot of something to do more than just adjust to what the world is doing. That something is my conception of what leadership is and why we have to have it.

That's how I have come to see the appropriateness of our week here at Okoboji. I think the famed Okoboji process is a microcosm or simulation of our professional diversity and life. What makes it a really good one--better for learning than just hanging around in the real world for a long time--is that you can't get away. At your job or in your unsimulated (that's non-Okoboji) leadership experience to date, haven't you found that most of the people who disagree with you weren't around a lot of the time? You get to where you've had enough of that flack and you get on to something worthwhile? At the very least you can sometimes go watch a little TV? Well, here, this week, boy, you really couldn't get away from it--that is, get away from it and still be able to perform leadership functions. Okoboji teaches a person what it means to stay in the fray when every nerve in your body is screaming, "Leave, leave!" It can't really teach you to stay in there, but it sure gives you good feedback. That is the process, and that, to me, is what it was for.

(Ragan's summary continued)

Within Okoboji's famed "process", participants subjected themselves--voluntarily--to the problems and pressures of writing a dissertation at Marine Boot Camp. So, since that's what it was, to me, at least, and now that it's over, I'm reminded of the porcupine who, while making love to his mate, was compelled to say, "I beg your pardon, but I've enjoyed about as much of this as I can stand."

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(Ninth General Session continued)

Report of Committees: The Committee on Dissemination of Information reported that they would like to use the following means: Mediated packages of the reports; utilize the Idea Mart at the AECT Convention with papers and resource people available; provide a mediated presentation which could be used by any group. It was suggested that Richard Gilkey and Bill Oglesby follow up on what progress was being made.

On behalf of the graduate students, Al Lowe expressed his gratitude at being invited to attend the 21st Lake Okoboji Conference.

Harold Hill presented the AECT report outlining some of the problems and changes in the coming year. He announced that the theme of the 1976 AECT Convention would be "Dependence, Independence, Interdependence."

The International delegates, Teofila de la Luz, (Puerto Rico), Hjalmar Rande (Norway) and Denis Hlynka (Canada), presented gifts to the Conference as well as their impressions and the implications it would have on their work when they returned home.

Ray Muston presented awards to:

Bob Stephens -- as King Ping Pong
Al Lowe -- for auctioneering the Okoboji Auction
Mike Obrenovich -- for his graphic support
Jan Cureton -- for editing the Blabbermouth

Bill Oglesby expressed his appreciation to the 1975 Planning Committee, and to the Iowa Committee for their efforts, to Lee and Lida Cochran for their continued support and effort in keeping the Okoboji Conference operational; to Co-Chairmen Dennis Myers and Ray Muston, and to Chairman of Rest and Nitpicking, Lucy Ainsley.

Lee Cochran assumed the chair to wish everyone a safe trip, and declared the 21st Lake Okoboji Educational Media Leadership Conference adjourned at 10:15 a.m.

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21

GROUP 1: EDUCATION FOR THE WHOLE CHILD

COMMITTEE MEMBERS:

Buck Boekelman
Bill Burns
John Corso
Susannah Dunn
Richard Lent
Albert Lowe
Paul Welliver
Mary Wilkerson

PREFACE

The following report has been designed to capture and characterize the efforts of a group which discussed aspects of the future of American education. Certain themes characterized their work and the report which follows. These themes were stated in the form of questions as guidelines for the week's activities.

1. What is/will be a "curriculum?"
2. Who does/will have the right to define curricula?
3. What are our professional/personal rights and responsibilities in planning for the future?
4. What do we mean by "humanistic education?"
5. What is a "whole learner?"
6. How will future educational information be gathered?
7. How will educational priorities and decisions be made?
8. What are society's perspectives on the current curriculum, and what will they be in the future?
9. What is the role of societal values in planning and delivering educational experiences?

The team worked as a group, and individually, in the attempt to derive personally meaningful responses to the questions. No specific conclusions were anticipated or achieved. But, these questions did serve as the focus for some intense deliberations on the nature of education and expectations for its practitioners.

There was a general feeling among conference attendees that an effort had to be made to share the various products of the week's activities with other

members of our profession. Although this seemed a worthy idea, it posed particular problems for this team. The team had no doubts about the quality of their experience. But it seemed impossible to specify conclusions, models, guidelines, or any other externally meaningful outcome. Each member felt that he/she had gained a lot from the week, but what he/she had gained was neither "conclusions" nor "processes", but rather some element of personal growth derived from the open, sensitive, and questioning nature of the group's interpersonal experience.

Rather than trying to derive some artificial conclusions to represent the week's work, the team decided to portray their activities as accurately as possible given the limitations of a print media. On the following pages is a transcription of one of the team's final discussions. Some effort was given to making this representative of our deliberations over the whole range of questions listed above.

It is hard to judge the external utility of this transcription. The content in and of itself may have some value, but most of the group's achievements exist only in the lives of the individual members. Perhaps, however, the transcription will provide others with some understanding of the team's experience and the Okoboji process.

EDUCATING THE WHOLE LEARNER

(Transcription of Team Deliberations,

Thursday, August 21, 1975)

This particular discussion was instigated by the Walt Whitman poem given below. The dialog begins just after one team member finished reading that poem to the group.

There was a child went forth every day,
And the first object he looked upon, that
object he became,
And that object became part of him for the
day or a certain part of the day,
Or for many years of stretching cycles of years.
The early lilacs became part of this child,
And grass, and red and white morning glories,
and white and red clover...
And all the changes of city and country wherever
he went...
They became part of that child who went forth
every day,
And who now goes, and will always go forth
every day.

-Walt Whitman

(Group 1 report continued)

Paul: That's what I perceive education to be, a series of experiences which permit the child to constantly grow. I think some of them are planned with considerable structure and others are planned to be unstructured.

Al: If it has to be built in, then I'm concerned about what parts are built in.

Buck: Somewhere along the line we have to identify certain basic skills... skills whether they be arithmetic, language or whatever. Then we have to assure that we permit times for the child to go off and explore various of his own needs.

Al: What seems now, though, is that we are not very confident in building in what has to be done. We have become very competent at building in what he has to know, but we aren't very competent in building in those parts that are unstructured.

Rick: But we build some of them in - and I don't think we even build in everything that a child has to know. We assume some things. Society has certain values that sometimes are left unstated - about what an educated person is, what a member of society is... If you don't live up to those expectations, society ostracizes you. But, we don't necessarily teach them. They may be inherent in the way you organize the classroom. They may be inherent in the teachers attitudes toward the child's behavior. But, many times, they are left unplanned.

Mary: Maybe that is part of our problem. We really haven't determined what an education should be - what types of situations we should prepare a child for. What a child needed to be prepared for in 1890 and what a child needs to be prepared for now - in some respects it remains the same, but in many respects there are changes. Do we keep up with these changes when we plan what education should be?

Buck: What has changed and what has not changed?

Mary: Well, for instance, the way the whole society is organized. At that time it was more of a rural society. The family was the basic unit and had people of all ages living in the family. Life was slower. Today, the environment is completely different. Children live - most of them - in urban areas. Families are fragmented - many of them see their grandmothers once a year, maybe not that often. Many of the mothers work. The home, itself, is different. Life is just faster, transportation, everything.

Buck: So, what does this have to do with the curriculum?

Mary: Well, a child's needs are different.

Buck: What kinds of needs?

(Group 1 report continued)

Mary: For one thing, a child "needs" to prepare himself/herself to earn a living. There was a time when a child could more-or-less follow in his father's footsteps and learn the things that were needed there. Now, many of the children that are in school in the first grade will later go into jobs that we don't even know about, - that don't even exist at this time. Another thing is the fact that they need to learn to adapt themselves to new situations. We find that happening now with people whose jobs go out of existence. The person, who may be middle-aged, just can't adapt to something new because he wasn't taught to be adaptable.

Buck: Learning how to learn. When you say adaptable, what are the requirements to be adaptable? How do you look at yourself?

Al: Yes, that's the question. What is education doing? Education, from my perspective is transmission of culture. Curriculum, as taught in the schools, is those aspects of culture that we have purposely selected to transmit to the learner. There are certain aspects that we are going to structure because we hope that he/she would take those to carry forth. We have found through our own experience that certain things are important, --that everyone should have

Buck: Fundamentals?

Al: Fundamentals! But, it's more than fundamentals in the sense of just fundamental skills. There are fundamental values; fundamental approaches to people; relationships to institutions; those things we have found to date, to be very useful in our own survival. Given nothing but what we have at this point, we presume that they will be useful in the future.

Buck: Who do you mean by "we"?

Al: O.K. When I say "we", I'm speaking of myself as an educator. But, I'm also speaking of myself as a citizen - as a participant in the culture. The question comes up, where do I stop being one and start being the other - especially in a controversy that I'd be involved with in the school. Where do I have the right to cut this off and say, "O.K., this is what I think as a human being," and then stop and say, "This is what I think as a professional." Then comes a conflict between what I want to say as a human being with a right to say something, and what I must - or should - say as a professional, because I have more knowledge and expertise about a situation than someone else in that situation.

Bill: Now let me see if I understand what you're saying. You're saying that the curriculum consists of planned experiences under the direction of the school and that education is broader, consisting of all experiences of people or students.

(Group 1 report continued)

Al: No, I don't think so. I think what I'm trying to say is that I perceive education as a process - a process of communication. I perceive curriculum as an entity. That entity is composed of selected portions of our culture which we think would be useful to individuals in our society in dealing with their present existence and their future existence.

Rick: But aspects of the culture that are transmitted by the curriculum have been selected in different ways. They are selected by "disciplines" including content and skills such as reading and writing. They are also selected by the people that we choose to become teachers and the way we indoctrinate them into the proper kinds of accepted teacher behaviors. All of that is fine if your goal is cultural transmission...the traditional goal of education. But there are problems with this for the future. A whole bunch of things go essentially unquestioned because with cultural transmission you're just trying to convey the past and present culture. What we face now is that, with the process of change, we can no longer train people for the problems that society will face in the future by educating them just in the <u>past</u> and <u>present</u> culture. We have to prepare them for a culture that we don't necessarily know. The goal should be cultural preparedness rather than cultural transmission.

Buck: But, do we have cultural prejudices? We're all delimited, are we not? In other words, we have our own prejudices as far as culture.

Rick: That's where our task has changed now. That's why you now feel the conflict between "you" as a society member and "you" as a professional. I'm not sure that you would have felt that fifty years ago.

John: Are you trying to say that we should separate our professional decisions, as far as determining curriculum, from the culture that we inherited? Is that a bad value?

Rick: Society may or may not be expecting this of education yet. My feeling is that it is the professional educator's responsibility to begin to prepare people for the future, so we have to take that on. Yes, our professional role may bring us outside of our societal role.

Susan: Are you saying, then, that the schools should take on the role of parents?

Al: I'll take one attempt at defining education. I don't disagree with what we said about educating for the future. Especially, I wanted to follow-up Paul's comment indicating that we do more than transmit our present and past culture in preparing students for the future. But, I wouldn't define school without dealing

with the larger question of what is education and what is the curriculum. I would define school as one means of preparing the learner for the future. It is one avenue for doing it but it is an avenue that many people are questioning relative to its utility. That is, the school as it is presently conceived.

Mary: I think it's interesting to note that as far back as 1902, John Dewey said that self-realization, not information--is the goal of education.

Paul: I'd like to pick up from that and reinforce something that I think Rick is trying to say. We do want to have students/learners examine our culture, but we have to go a step further than that. We have to teach them how to examine it critically--to explore necessary change and new directions. We want them to look at where we are now and build in those kinds of processes, values, information and critical thinking which will allow them to determine what's a good direction for the future.

Al: I agree with you, but the only tools I have are the tools that have been developed to date. I wish I had a machine or some other kind of apparatus that would allow me to create the future for somebody, but I don't.

Paul: Al, you can have learners look at the past and the present but then you go beyond the content of the past and present, and work on processes of critical thinking and evaluation. I think we all agree that we're not living in a perfect world. How can you change this world?

Buck: The future is now--that is what you are saying.

Paul: No, I didn't say that at all.

Buck: But it is, isn't it?

Paul: No, I don't think it is.

Susan: But what you do today influences what tomorrow is and what forever will be.

Al: But it doesn't necessarily determine it.

Susan: But if we don't make any inputs, we don't have a chance to influence the future.

Rick: But the future is not a straight line from the past. That's the cultural transmission assumption.

(Group 1 report continued)

Buck: Still the child is the father of the man and if we are looking at the future, what do we have now as far as society is concerned when we look at ourselves? Are we satisfied? If not, what do we do to correct it? What do we eliminate? What are we trying to emphasize or re-structure? We talk about education, we talk about school, we talk about learning. Is school a place? a concept? a content? We get down to a definition of terms here.

Rick: Well, let's go back to the poem. "The child goes out and experiences every day." We know obviously that covers many things. Which of those things are we responsible for? Are all those things learning? And if we have some sub-set that's called education over which of those things should we as professional educators have some control?

Paul: I don't think we can separate those things. We must view the learner as a unique individual whom we want to help to develop to the greatest of his or her potential. We do whatever is necessary in analyzing that individual's resources and ability and planning with that individual any experiences that might be helpful to him or her to grow to that full potential. Now when I say "planned experiences," I mean in some cases "structured instruction" and in other instances "self-determined exploration." But if we cut our society into categories: --school, education, --instruction, etc., we're caught in the same constraints that we've been living in for too many years.

Al: Do you see the need for an institution to meet the needs of somebody in a particular trade for a number of years, who at the age of 45 decides he no longer wants to pursue that trade? He wants to pursue another trade. Such an institution would allow him to survive as a human being. If he wants to change and go in a different direction, this institution would help facilitate the change from where he is now to where he would like to be, by helping him find out whether or not, given his potential right now, that desire is possible.

Buck: Who is going to decide that?

Al: I think ultimately it is each person's decision, but sometimes it's nice if there's something around to help you make that decision, by providing information that you don't presently have. I'd hate to see somebody who has spent his whole life being a garbage man decide to be a physicist next week.

Rick: What's wrong with that? What about the physicists who become garbage men?

Buck: What are you saying there?

(Group 1 report continued)

Rick: Well, what I'm concerned with is the opportunity for someone to make a career adjustment. I'm concerned with what values we instill in our education system that may be becoming obsolete. If he becomes 45 and he says, "I have to have a job so I can keep my wife and my kids at home. I have all these pressures on me and this office is not getting me anywhere. I need to switch jobs..." He can do that. He can go to school and get the skills to do it. But what about his head? What happens to his drive to get to the top and retire at 65 and get the gold watch? What happens to all those people that are in our society now?

Bill: Are you asking if there are institutions involved in that change?

Rick: Well, values...

John: I think, to answer your question, Rick, that our drives do change. The need to get a gold watch--which might be changed for bigger and better things. We might find that our life style is getting to be a bore--if I might use the term - or we want more money to attain a different life style. There are different motivations that might make us want to change. It is not a futuristic thing. Many industries today are helping their blue collar workers and white collar workers change their roles, either from need or desire. Initially, it was because of need, and now it's partially desire. If I worked in the refineries in East Gary, Indiana, let's say as a quality inspector, and I decided that I wanted to do something else, I could have the potential of support from the company. They would let me maintain my position until I've attained the required education for the new position. Industry has sort of taken this role that we are talking about. This is <u>now</u>. This isn't a futuristic thing - this is a now thing.

Mary: I think that the same type of thing is going on in various places. For instance, in Louisville one of our colleges has an exploratory program geared to women who want to go back into some type of career. This course is set up to help these women determine just what type of careers they are most fitted for and what training they need in preparation...I see this as one type of thing that is going on around the country.

Al: I'm concerned about the <u>means</u> of accomplishing what we have been talking about. I guess I have a little bit of a bias toward some kind of institution or organization.

You've described one type of thing in terms of industry--and you've described another in terms of a college course...What about a person?...What about a housewife who can't make use of one of these situations?...What kind of a service do we have outside industry or schools that speaks to those needs?...When I was in high school they had a counselor. You went in to the counselor and were given a battery of tests, but if you were in a particular school in New York, you were almost always advised to go to a particular school,

(Group 1 report continued)

regardless of whether you desired to become a college professor or a medical student. There were very, very few techniques or means of breaking out of that set. There were a lot of people who could have broken out of it, but they didn't seem to be able to.

Buck: What kind of image did these people have of themselves, and what kind of self image do we have? How do we develop a self image as far as career or learning is concerned?

Mary: I certainly think that would be one of the real goals of education, and to be more specific, of the curriculum.

John: Do we think that is possible to achieve?

Buck: At the beginning of our discussion we talked briefly about curriculum, and it seems to me we always keep adding something to it--but we never redesign our curriculum to the point where we can eliminate some superfluous process, information, or junk. Who takes the initiative to redesign education or the curriculum? Who has the authority to redesign it and what is the objective of the new design?

Mary: Before we answer your question, I have found one quotation which I think might be applicable here, "Curriculum should be what the student is learning in this moment in time. People learn, they are not taught. Curriculum efforts should be built around how to be human beings. Teacher education should be concerned about person education."[1]

Paul: I think our title helps us with this and that is a consideration of the whole learner. This is why I made reference to extensions beyond the school. You can deal with just so many things within the school setting, but the child has other kinds of experiences outside the school. Our total concern has to be with the total learner and those experiences that permit that learner to develop to his or her fullest potential.

Susan: All right, you are saying that there are certain basic skills to which we should expose people.

Paul: That this is <u>one</u> consideration.

Susan: What are these considerations?

John: Specifically, what are these <u>basic</u> skills that we are after?

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[1] Don E. Glines, <u>Creating Human Schools</u>. Mankato, Minnesota: Campus Publishers, 1975, p. 356.

(Group 1 report continued)

Buck: The ability to communicate, whether it is mathematically or verbally, grammatically,--even physically. In other words this goes to "self concept" and how does each one of us communicate with the rest of us...even the position in which we are sitting--how we sit--or as we listen to someone else. Do we give full attention to someone when they are speaking? Do we really listen or do we put this flack up and cut out part of the message?

Mary: I wonder if teachers always realize how they are communicating to their students when they are trying to teach their students how to communicate?

Buck: Do teachers listen?

Susan: Have you seen the book called "Teacher, The Geranium on the Windowsill Just Died and You Didn't Even Notice"? It's a great book. It's just a little one sentence thing. But it very practically illustrates what teachers do to kids without realizing what they are doing.

Al: In many cases education has been a closed system. For example, we were talking earlier about how books actually get into the library--they are suggested by particular professors, or by particular persons in the school. The librarian takes the suggestions of those people, and purchases books based on those suggestions and known professional input.

Susan: ...Or she goes to the jobber and orders from his lists.

Al: The only time these choices are really questioned is when some person in the community or in the church or in the political system or the organization all of a sudden stands up and says, "What's that book doing there?", or, "Why is it available?" It's a confrontation rather than planned input being channeled into the process initially.

Buck: OK. You are getting into decision making. Then why does that parent object to a particular book, or <u>who is</u> the jobber to decide which books are available through their particular establishment? What criteria have they used in making certain books available?

Al: Can we talk a little about who is responsible for making decisions? I don't think--as a professional--I am responsible for making those decisions. But I am responsible for getting information out on the table and for getting people involved in a situation so the decisions will get made--or priorities set.

Rick: Somebody said, "The buck stops here." There are problems in relying strictly on the community for decisions...which is a sort of tradition in education. Somebody has to be responsible for organizing that data and making judgments.

(Group 1 report continued)

Mary: I'd like to go back to considering the ideal...the basic skills to be taught. One we haven't mentioned is teaching children how to read critically. Often they don't learn to compare what they read from one source with what they read from another source... to realize that just because it was shown on TV, or written down on paper does not necessarily mean that it is true. If children did learn that skill when they came to school, I don't think we would have some of the problems we have with adults.

John: In answer to Rick's point on cultural transmission...the curriculum which we are trying to develop concerns both preparing students for the future and, at the same time, remaining humanistic. I don't think parents are going to accept some of the traditional concepts now being taught. Therefore, I don't believe they'll inflict cultural transmission. Parents are concerned about their kids and what they are going to do in the future. We say the future isn't now, but we experience the dilemma of frustration of changing positions as jobs become obsolete. People who were trained for both blue and white collar jobs are finding themselves without jobs. They are saying to themselves, "I'm unemployable--I can't cope with this." Then they come to the schools and say: "We don't want you to give our children information which isn't pertinent to their future. Teach our kids something so they will be flexible, decision making individuals able to change with the times."

Bill: I've got a little bit of a hang up on that point. I think that as a professional I have some skills in going to the parents, or kids, or teachers of the community and assessing those concerns and needs. I think I have some skills in cooperating with the public and planning some goals and objectives for the future. But I have problems with the processes to make those statements or goals work. By the time I've done that, I'm going back to the public again and their perceptions have changed.

John: Life's a changing process, and we do have to cope with it.

Al: What's happening is we are caught in an institution that doesn't change...that's part of the problem of the school idea. You can have a very good tool created to implement a particular idea.

John: But it's not implemented.

Al: No, no, it is implemented. I CAN READ TODAY! And I can read today because I went to school.

Mary: Do you read today because you went to school, or did you just more or less want to read?

Al: No. I must admit I can read today because I went to school. Until the sixth grade I managed to avoid it. At sixth grade someone gave me a diagnostic test and realized that here was a child in sixth grade who could barely read. At that point something happened. My mother probably went crazy. But at that point I learned to read... and learned because of that institution called school.

(Group 1 report continued)

Mary: But can you think back as to why you didn't learn any earlier?

Al: I don't know. Do most children really want to learn to read?

Mary: I think they do. I see them come into a school library in the first grade. I can't remember seeing one who didn't really want to get his or her hands on a book and read it. But somewhere along the line, many of them lose that. Do schools kill learning? Or motivation? Or...

Several: Yes.

Al: For some people. We're trying to get a generalization which fits everything, we can't do that. The schools are "killing" for some people.

Mary: That's why we must have alternatives.

Al: Okay. And that's what we're talking about in terms of how do we kill, or put to rest those institutions that aren't working anymore...which aren't meeting our needs anymore?...How do we create new ones which do meet our needs?

Bill: This sounds like revolution.

Paul: We want it to be evolution.

Rick: Is revolution all bad?

Al: No! No, I don't think so. But what happens is we don't come up with ways to implement it.

Bill: George Leonard in his recent book, The Transformation, states that "we're in the process of revolution now," and that relative to education and to many other societal concerns we've little awareness of the current and future transformations.

Al: Our problem is the word revolution. We are over-reacting to it.

Paul: Yes! You've got to define revolution and evolution first.

Mary: I don't see his point.

Bill: Not a complete overthrow of something. NO! NO! I think he's referring to peaceful--maybe evolutionary change.

Paul: You can have rapid evolution, but it's a sequential thing. I don't think it's something you would consider revolutionary.

Buck: What creates an awareness of these concepts that we're discussing? I mean, why are we sitting here discussing the need--say maybe a review of the curriculum--say that we need to modify the curriculum? What has generated this awareness? I mean, has there been...unrest?

(Group 1 report continued)

Paul: The thing becomes so simple in my mind, maybe because I don't see some implications. If we were to refocus upon that individual who comes to us and focus upon those sets of learning experiences which will help that individual develop to his fullest potential, then we throw out a lot of the givens and we don't have to fool with them anymore.

Al: I agree with you completely, except that I get in a situation where I can't refocus, but I can come up with an alternative and I can come up with one that I think is viable. Then I have to deal with all that stuff that is focused on another situation.

Paul: I think the important key is where revolution takes place, you try something new and the roof falls in on you. However, the process of evolution takes place when you begin to deal with the problems that you did not anticipate, one at a time. It takes a lot of groundwork to get it going, but you keep recycling, and trying to smooth out any new wrinkles that could appear. There's a long process of recycling to perfect it.

Al: Let me use the same argument but in a little different order. What I hear you saying is that in one sense I am responsible for making the decisions to change and I am also responsible for instituting those changes. I'm also responsible for putting up with the flack that's going to inevitably occur.

Paul: And, part of your responsibility is to utilize all the input and all the groundwork that you can to maximize the effectiveness and minimize the flack. As a professional, you've got to pool all these things together and you must take them into account. It doesn't put you there by yourself. If you try to do it by yourself, you both will, and should be, shot down.

Susan: But I perceive something else. You're saying recycle--to me this brings a visual image of a circle which tells me we are still going in circles. Do circles get anywhere?

Paul: No...

Susan: But, have our school systems been so bogged down with not getting rid of old ways that should have been laid to rest earlier in the game?

Rick: Let's get back to what is revolutionary. We have "change as good for its own sake," and that's too revolutionary. At the other end, cultural transmission comes from the idea that "tradition is best" and you better show me that a change is definitely better than what existed. And maybe the situation that we are facing--our idea of evolution--falls between those two extremes. We can't have "defensive traditionalists" and we can't have "offensive revolutionists."

Buck: But how do you draw the line?

(Group 1 report continued)

Al: Draw the line about what?

Susan: Defensive traditionalists and offensive revolutionists.

Mary: Is it halfway between? Where is it?

Buck: That gray area in here goes back to what Al was doing as far as taking the responsibility and also taking the knocks...in other words "the buck stops here" like Harry Truman said once upon a time.

Al: When I was talking about my professional responsibilities, I said, "Well, that's great and I want to execute that and I need some tools." So now I've got some ideas. I was thinking last night that one of my responsibilities is to collect information from people who don't give a damn about giving it to me. I want their opinion about what we should be doing in the classroom and I tried to come up with a means. We could provide a REBATE SYSTEM. You have to pay a school tax. In order to get your involvement and your input in this school I will give you a rebate--a portion of a rebate on your school tax for some amount of involvement and input from you. I'm sure that the idea might work. It could be worked out. It could become a tactical idea. And, it might even get more people's input to the school.

Susan: To get a rebate would they have to participate in the planning of the school or in actually helping the schools by giving of their time?

Al: Those are the details of the idea. I was intrigued with the general notion. Don't destroy it yet by getting too specific. I've got to get other people's inputs.

Buck: But, hey, look! I'm paying you taxes because I have a job that pays a heck of a lot more than just coming down here and helping you out with your problems. I'm hiring <u>you</u> to run this school.

Al: Fine.

Paul: Part of his running the school is to get your opinion...

Al: Get your opinion. And if I can't get your opinion one way I'll have to get it another way and it's up to me to devise means to do it.

Susan: O.K. The school now has gone from the building to the community and that's not all bad.

Al: No. No, I don't think so. The communities begin to define themselves.

Susan: I like your idea because you're also educating the community in the process.

(Group 1 report continued)

Al: That's what I was starting to say before that...oh, wow! This is how this thing is going to work.

Paul: Yes, but there are times when you're going to have to work very, very hard to educate them because there are times when you're going to have a community with a very strong bias in a particular direction for the child of the present, and even more so, for the future. We're going to have to educate that community for a larger world because that child is less likely to remain in that community...You may, as a professional, want to do some things for this child which do not comply with community biases and your toughest job may be in educating that community to accept this broader view.

Paul: Let me tell a little story to illustrate a problem. I taught an in-service thing in Sometown, PA. last summer and there were seventeen teachers taking that course. I discovered that of those seventeen, fifteen of them grew up in Sometown. Some of them ventured to Lock Haven which is 25 miles away, went to college and are now back in Sometown. There were many of them who went to college right there in Sometown. That scares me a little bit.

Susan: But there's another thing, too...Look at the people in this room. How many of us have remained where we started? Can we equate education with movement?

John: But the whole thing doesn't make sense. Just because these people lived and were raised in Sometown really doesn't make any difference because they were exposed to the world daily by television.

Paul: NO! NO! I grew up in central Pennsylvania. I had an image of Mississippi that is what most Northern Yankees have of Mississippi and I went and lived in Mississippi for 2 years. I think it's probably one of the greatest places to live. I think the people of Mississippi are some of the finest. I had more black than white friends.

John: Yes, but I still think you came on too strong...

Paul: But television showed me an entirely biased view of Mississippi.

John: So why can't the curriculum person make a biased presentation of the curriculum? Placing his values in it?

Rick: LOOK OUT!!!

Bill: Are you suggesting a national curriculum?

Paul: I think there are national goals, and state goals, as well as community goals.

John: I think you have to have a blend, you have to have a melding.

(Group 1 report continued)

Mary: Right, but the individual has to be the first consideration.

Buck: We have to create an awareness, then, of a self-concept to see how each one of us as an individual relates to self, to the family, to the community, to the state, to the nation, to the world, to the universe. Then reverse that and come on down again just like that film the first night.

Bill: I need to say something to what Buck just said. When I think of curriculum, I think of stained glass. It calls attention to itself rather than clear glass which calls attention to what lies beyond. I think so often curriculum has just been stained glass, it stops at that image.

Speaking to the national curriculum...the concept terrifies me... the broad concept of the curriculum...because I don't want somebody else telling me, as an administrator or as a learner, what I should be learning. Now I think there are things that possibly relate to Altoona, Pennsylvania or Cedar Rapids, Iowa. But I would hate to have that in concrete and set as a curriculum. And I think this gets back to something Al was dealing with a couple of times and that's the whole process of change. I think curriculum will change only as fast as you or I and our colleagues are willing to change with it.

Al: We need a device where information can be continually collected, monitored and fed back in a manner which would make people more aware of what it is they are actually doing. That is very, very hard to do. I do not think the majority of the parents of any particular school have ever been involved in, or really are aware of, what goes on in their school.

Susan: Do they feel the need? Do they care?

Mary: Is it the school's fault or the parents' fault that they don't know?

Al: I don't think I'm concerned very much with placing blame. I'm concerned with devising means of getting the problem out of the way.

Bill: I can't totally agree with what you're saying. I think some parents are caring in a different way than we'd like them to care. I see some trends that are kind of frightening to me in our community. There's a great debate now over who should run the schools. Should it be the school board or the school administration and its team?

Mary: This might be in that same direction. In Louisville, where until this year there were two completely separate school systems, in the city system (mainly inner city) they set up these "mini-boards." A number of schools had these mini-boards made up of parents to serve as advisory boards. Well, in a class I was taking, I heard some teachers more or less complaining because the mini-board at

(Group 1 report continued)

their school, which had to pass on books to be adapted, had selected a certain reading program, while these teachers, who felt they knew more about selecting textbooks, didn't agree with the selection.

Susan: Did they not agree because they really didn't agree or was it because they resented somebody else making the selection?

Mary: Well, I don't know on that. Their professional opinion was being questioned, I guess.

Buck: Then the educator has to be big enough, with a strong enough self-concept to accept the input, understand it and apply it.

Susan: All right, we want the learner to feel self-confident...to feel secure...to be inquisitive...to be flexible...What other adjectives? What do we want him to be?

Al: I want him to be adventurous, I want him to challenge me on more than simply the intellectual. Add the emotional, the physical...

Buck: ...An individual free to fly? ...Jonathan Livingston Seagull?

Al: No...can't use that one. There's too much sugar in it.

Bill: Some of those humanistic adjectives are values.

Mary: And whose values?

Bill: Should we make them a part of the curriculum?

Rick: A planned part or an unplanned part?

Rick: They haven't been planned in the past - observably - planned to the extent that we say someone is a good teacher, and so that person keeps teaching and doesn't get laid off. Of course we only criticize a teacher's values if they are blatantly bad.

Buck: Related to that...If you recall your favorite teacher, do you recall that person because of what he was teaching or because of his personality?

John: Personality...

Buck: And if that is so---

Paul: Categorically, I would have to say that at the high school or elementary level it was...

Buck: But this is values. In other words, that teachers had certain values and certain techniques that were contagious. And <u>some</u> of these values were absorbed even though not taught at home.

(Group 1 report continued)

Paul: Is this the best way? You're just learning that teacher's values?

Buck: But you have more than one teacher.

Mary: Perhaps this is one of the places where we could get community input because you'd find that in different communities and different parts of the country, values really are different.

Susan: Somebody made a statement about planned values in the curriculum. By "planned values", did you mean consciously teaching values... such as honesty...or do we teach people how to choose their own values.

Rick: Well...I'll give you an example for future values. Take a value called "regionalism" which is quite strong still. You know, to love the Northeast, or the South, or the Midwest. To me that's an inappropriate value for the future. With limited resources we all have to be as concerned about the Northeast's heating oil as we are about our own air conditioning. So I think you have to look at our present values, and maybe teach better ones...

We can't just say, "Believe this!" But, perhaps we can look at the way we prepare teachers... look at the rewards for teachers... structure teachers' education to attract and reward the kinds of teachers (personalities, values) that you want...and be open about it. Make teaching something special.

Bill: I think Rick has covered pretty well what I am trying to do in terms of a definition. A lot of work, I think, has gone into trying to come up with a concept of "value." And I guess that this is all connected in terms of what I've been trying to put together. A lot of work has gone into developing a multi-step value definition, and it begins with something that is freely chosen. It moves then to something that is chosen from alternatives. Then one has to choose after considering the consequences of the alternatives. You have to be able to prize and cherish, as Rick just said, those decisions. You have got to publicly affirm what you have just decided. And you have got to act on those decisions - repeatedly.

Al: I think what you've just said categorized the process that Paul has described in terms of what processes we communicate to the learner. It gives us a way of looking at how we might instill whatever values we the person or learner finds useful for the future. Because we have given him a means whereby he says: "These are the values." I have dealt with them explicitly and I feel equipped now to deal with them in the future. I feel totally unable to predict what values will come into conflict in the future but I would like to have some means of dealing with that conflict when it occurs or some means of compromising conflicting values.

Rick: Somewhere in there is the concept of Humanistic Education.

(Group 1 report continued)

Al: You know I want more of those processes. I want more of those techniques at my disposal. And they are available. I just need now to go out and collect them. One of the things, I guess, which was too wild an expectation, was that I would come away from a conference like this with a whole pocketful of these techniques. I failed to realize that.

Paul: I think that it just takes the realization that if tasks were simple they would have already been done.

Buck: O.K. then before we move on. Where does all this lead? I mean that's what seems to go on. Who is going to start ringing the bell for this new plan? Who is going...

Susan: Why can't it be you? And you, and...everyone in this room? It has to start some place.

Buck: O.K. It starts here. And I'm sure that everyone here is aware of that but we have talked about our classroom teachers. We were saying that we have to get to our teachers. Those qualities that will allow them to teach values, to disseminate values, to share values. Isn't there a greater wealth of opportunity at the college or university level where you have the people in the classroom?

Paul: I don't think that we can start and make much progress in this from any one place. I think that a cooperative effort is needed. As I indicated to Al, he is a professional, and in order to make these decisions he must seek the involvement and cooperation of others. It would be inappropriate, and impossible for a university professor or a classroom teacher to do this alone, but if the university professor and the school board and the school administration and the classroom teacher and the state department of education (and anyone else you might include) has a commitment to this kind of approach, then we might be able to do it.

Al: I think I can honestly say this for everyone here--that we have accomplished what we have set out to do, and that is that we started. We have begun to discuss and deal with these issues and we are becoming involved with them. We are on the way.

Susan: And maybe even more basically, we have really begun to think about them.

Buck: Let it begin with me.

Al: How do we summarize this?

(Group 1 report continued)

Bill: How about this statement that we might just reflect on...

"Education is changes; sometimes subtle, sometimes cataclysmic in the consciousness of man...and thus in the structures man has evolved to define and extend himself.

Education doesn't happen through bureaucratic teaching,
Through perfunctory learning.
Education can never be impersonal or artless or cold.
Education has to do with Man, becoming
Aware and able to deal effectively with people.
To learn,
To organize and take effective action,
To improve the condition of human beings in the world
And one's self.

But since
The world is large, history is long, and the sum total of human knowledge
Is infinite;
To understand is essential
To change
The world
And ourselves.
We begin,
With respect
For ourselves,
For each other,
And
For all that can be learned."[2]

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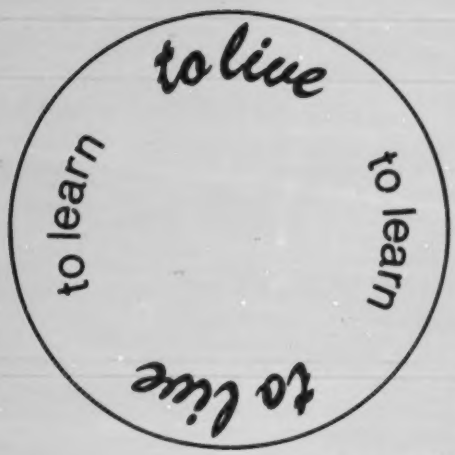
GROUP II: LIFELONG LEARNING "A Better Place..."



COMMITTEE MEMBERS:

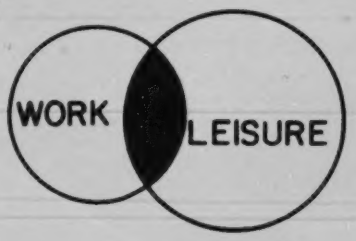
Lucy Ainsley	Roland Mergener	Connie Trone
Calvin Fish	Hjalmar Rande	Andd Ward
Ross Fleming	Susan Storm	Mike Wood
Harold Hill	Joan Sustik	Ray Muston

INTRODUCTION AND RATIONALE:

Our commitment to the process of "lifelong learning" (hereafter referred to as "LLL") derives from a philosophical basis combined with a strategy for meeting certain needs in the society of the future. We believe that the purpose of learning is "to make one's mind a better place in which to spend one's leisure." Two ideas are inherent in this quotation. First, man has a right to lead a positive and happy life. Secondly, the feelings of purpose and self-satisfaction leading to this happy life come not only from the execution of one's daily job, but from within each person as he actively pursues that which interests him.

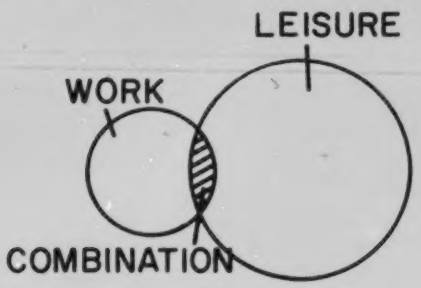
Aligned to this, is the presumption that in the future one's job may change many times during the course of a lifetime. Indeed, the amount of time any single job consumes will decrease to smaller and smaller portions of the present work day, (as well as the work year). This will free the individual for more leisure time in which to participate in those activities which will give him happiness. The need is thus supported for a constantly available learning system whereby one may receive job training and retraining

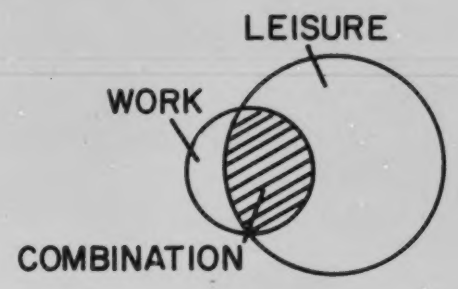
as well as make creative use of leisure opportunities. We recognize the undefinable interrelationship of work and leisure as exemplified in the following model:



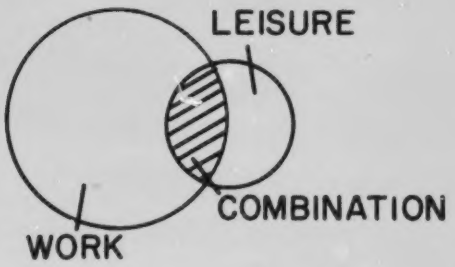
Our group chose to focus on strategies which would facilitate our philosophical assumptions about the individual and lifelong learning. We feel such concern is warranted, not only in light of our personal beliefs, but also in light of the fact that as society and education change, so will our professional activities. Furthermore, by anticipating such changes, we may effect them in the directions that we espouse as desirable.

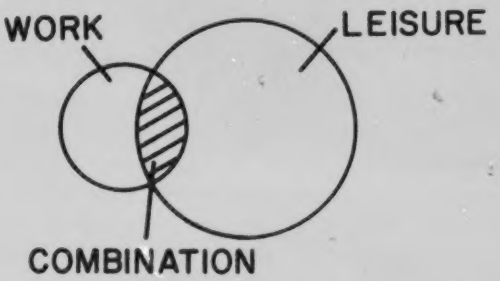
I-A and I-B: for each individual, the amount of time spent in the combination area will vary.





2-A and 2-B: leisure time in the future will increase.





1984 PREDICTIONS:

1. The rate of change will increase and affect education.
2. Educational change will interact with and influence societal change.

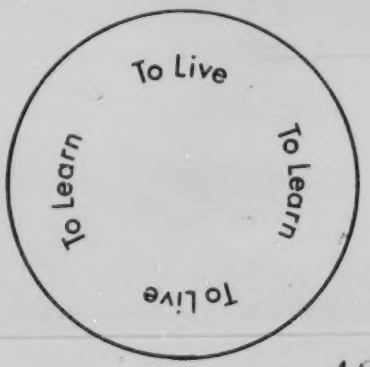
(Group 2 report continued)

3. Society will continue to require some compulsory education.
4. There will be more leisure time for most people in society, although variations will exist among people in different careers.
5. More leisure time will be devoted to intellectual growth and vocational development.
6. The educator's role will be more vital.

ASSUMPTIONS:

Learning is modification or change in behavior through training, practice, and/or experiences. It begins at birth and continues throughout life. The small child learns the relative size, shape and taste of an orange through experiences with food. He/she learns to smile through training, practice and experience. The type of learning can and does become more complex as the individual grows. It occurs in experiential settings, through self-instruction and formalized education. Although several classification systems for learning exist (Gagne', 1968), the purpose here is not to catalog learning, but to recognize that learning is lifelong. It does not occur just in a formal educational setting or confine itself to cognitive outcomes. Learning can be cognitive, such as learning to solve a quadratic equation; affective, such as learning to hate or love; and/or psycho-motor, such as to tie one's shoelaces. To recognize that learning is lifelong is to acknowledge a variety of types of learning. With this acknowledgement it follows that any person can learn if their behavior changes in any way as a result of training, practice and/or experiences. The fellow who figures out how to open a beer can, (either through experience, self-instruction or formal education) and then is able to open it has learned. This does not imply that all behavior change must occur at the same relative speed for each learner regardless of the task. Each behavior change will occur according to the aptitudes of the learner. It may take one person two months, another 20 years to learn to solve mathematical identities. Both people can learn. They will learn those things specified by a particular school or approach, affected by a large number of variables, including entry skills, motivation, the teacher, and the approach.

In order for the small child to live, behavior changes start even as the child emerges from the womb and learns to cry when hungry or otherwise uncomfortable. Everyone wants to learn because everyone has needs which prompt self-actualization. To limit these needs to those of early childhood would be to ignore the inverse of learning to live, which is living to learn. The cycle exists as follows:



(Group 2 report continued)

The person learning to live and living to learn, insures that change is certain. The desire of people to learn facilitates discoveries, knowledge, and new technology. This causes other changes, such as in the food we consume, what we read, or how we are transported to our work. Change can occur both within the individual, as he/she encounters existing society and as the individual alters the status quo, oftentimes making it obsolete. The size or magnitude of an individual behavior change is related to a number of things, including perception and awareness. What one can conceive and believe, one can achieve. Perhaps the way in which education can best serve its definition is by providing alternative learning opportunities and open access to information. In addition to these underlined premises, a model for LLL would encompass the commitment to each person's right to lead a positive and happy life and actively pursue interests which come from within. The ideal model would:

1) allow for open access (see definition) to the components of the system.

2) accommodate all learners at all times

3) allow for all learning/living

The model should be based upon multiple mazes of experiential, formal, self-instructional and serendipitous learning environments. The number of possibilities within these are limited only by the availability of resources. A person could move into and out of mazes, since mazes overlap, and several paths could be followed at once.

IMPLEMENTATION STRATEGIES:

The foregoing sections provide a picture of the "world" we envision for 1984 and the learning potential made possible by well developed LLL opportunities. It is the intent of this section to provide a selective list of strategies leading to such opportunities.

1. Develop effective public relations strategies.
   (e.g., foster in people the valued acceptance of all learning: experiential, self-instructional, formal, and serendipitous)

2. Emphasize human relations in the implementation of curricular processes and content.
   (e.g., humanistic methods, simulation and gaming activities)

3. Recognize the potential for learning in both formal and informal institutions and/or organizations that are outside the educational system, and interact with them in LLL.
   (e.g., senior citizens, church, and civic groups; governmental agencies; business and industry.)

(Group 2 report continued)

4. Improve utilization of facilities and technology to deliver the educational experience to the learner, rather than requiring attendance at specific locations.
(e.g., CATV, dial access, community center, learning vans, correspondence school, CAI, CML.)

5. Expand the utilization of the community (global) as a classroom and resource.
(e.g., parks, zoos, hospitals, fire and police departments, museums.)

6. Re-allocate educational resources to facilitate LLL.
(e.g., new schedules, space utilization, improved teacher/student ratio.)

7. Anticipate and plan for lifestyle readjustment needs.
(e.g., career changes, changing family and social relationships, retirement.)

8. Improve access to information through better mediagraphic control.
(e.g., computer terminals, microforms, networking.)

9. Develop and utilize more effective management systems and techniques.
(e.g., shrink-share-queue-move-cut concept[1], MBO, systems design, evaluation procedures.)

10. Initiate legislative action needed for future implementation.
(e.g., elicit support of educational and non-educational groups for LLL, allocate resources consistent with our previous philosophical assumptions.)

CONCLUSIONS:

We believe LLL will provide the following benefits:

1. Human beings will have greater opportunity to expand their horizons and realize personal ambitions.
(e.g., the handicapped will be better equipped to face emotional and employment difficulties. The non-handicapped will be able to adapt their activities, facilities, and communicative patterns to the needs of the handicapped.)

2. Untapped creativity will be discovered as a result of greater leisure time learning.

3. LLL will foster greater interaction, understanding, and tolerance among groups of people and cultures.

4. LLL will encourage involvement of greater numbers of people in decision making and future planning.

[1]Caroline Bird, The Crowding Syndrome, p. 188.

(Group 2 report continued)

5. People will exercise a greater control over the process of change and will increase their capacity to adjust to those things which they cannot control, causing change to become less of a nemesis.

6. Man can adjust better to the many personal, family, business, and societal changes anticipated by 1984.

7. Pre-school children will be stimulated to greater personal and mental growth.

8. Man will have an opportunity to enjoy and appreciate cultural opportunities not previously available.

DISSEMINATION PLANS:

The group has designed four different dissemination vehicles for conceptualization of Lifelong Learning:

1. This published report which includes all of the elements.
2. A proposal for a series of convention presentations on the topic.
3. A journal article to be submitted for publication in an educational periodical.
4. A poem set to music on the theme and spirit of Lifelong Learning.

(The last three vehicles are included in this appendix.)

PROPOSED CONVENTION PRESENTATIONS:

This series of presentations consists of a definition of, and an ideal for, Lifelong Learning, including assumptions, predictions, methodologies, and implications for the instructional technologist. The ideal is based upon a commitment to the process of LLL derived from a philosophical base, combined with a strategy for meeting certain needs in the society of the future. Aligned with this is the assumption that in the future, one's life, work, and leisure may change several times.

Each presentation will be a selected topic related to LLL and will follow the structure of predictions, assumptions, implementation, and conclusions, as presented in this report.

LIFELONG LEARNING: A CHALLENGE FOR INSTRUCTIONAL TECHNOLOGY

1984, the magic year, is less than a decade away. The Big Brother syndrome is partially fulfilled and Future Shockitis is upon us. Our challenge as concerned Instructional Technologists--to retard the development of these behemoths by proactive rather than reactive measures.

We must not wait for Orwellian loss of individual freedoms to activate us. Or for Toffleresque crises to be the motivating force. Rather, we must institute programs for lifelong learning.

Lifelong learning is designed to "make one's mind a better place in which to spend one's leisure." (Harold Hill) It is a step toward preventing hastily-made career decisions and unsuccessful adjustments to life.

Lifelong learning is needed to counterbalance the disasters of some traditional myopic thinking. Consider this hypothetical case of an individual victimized by intense educative failure.

A child gets inadequate training in career awareness and develops unhealthy attitudes toward work. In youth, there is a lack of comprehensive

work/study experiences. Entrance into a job is not based on personal interests. Without proper guidance, the individual is lockstepped into one role. Future job mobility is prevented because of lack of training. Suffering from under- or over-specialization, the individual is devastated by an unexpected job loss. The termination results in inability to cope with the life style change. The resultant readjustment process has long-range effects more severe than the job change itself. Ultimately, as a retiree, the individual fails to adjust with a positive outlook.

Besides receiving inadequate career information, the individual often gets insufficient life development training. This results in unsuccessful adjustment to a variety of life changes. Preparation for marriage, birth, death, and orientation to adult developmental stages are areas typically neglected.

LLL programs for the future can be implemented by Instructional Technologists. Useful preliminary steps might include the following:

1. Utilize human resources outside the educational system;
2. Expand use of the community as a classroom;
3. Reallocate educational resources, (e.g., create new schedules, buildings, and student/teacher ratios);
4. Develop more effective management systems for organization of the program;
5. Offer appropriate lifestyle readjustment sessions before potential crisis situations occur.

The implementation of LLL programs is extremely important as we approach 1984. Reasonable expectations for conditions nine years hence include these:

1. The rate of societal change will increase;
2. Less work and more leisure time will be common;
3. More leisure time will be devoted to intellectual growth and vocational development.

To meet these and other expectations, lifelong learning systems are necessary. LLL - a challenge for Instructional Technology.

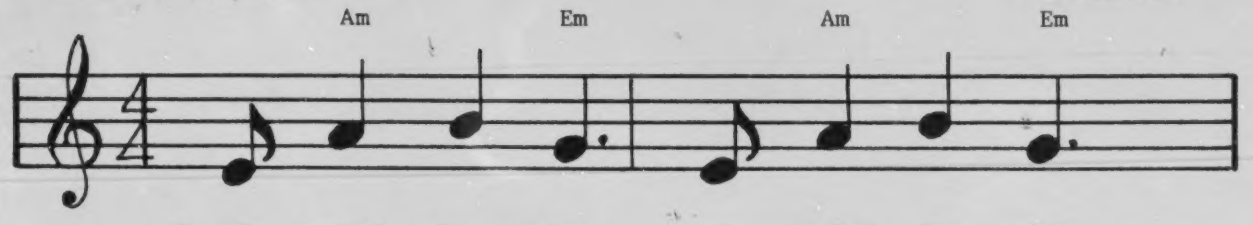
THE BALLAD OF OKOBOJI OLIE

(who is 99 years old and still learning)

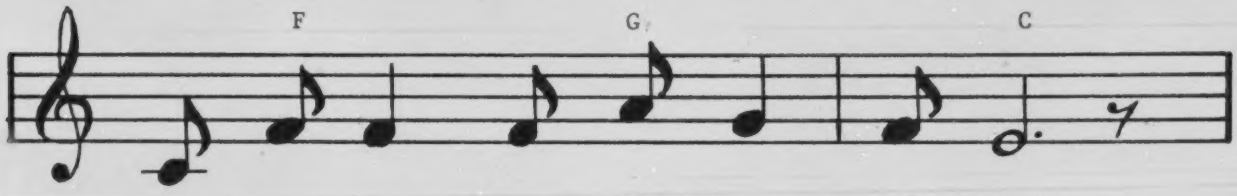
Music by Mike Wood

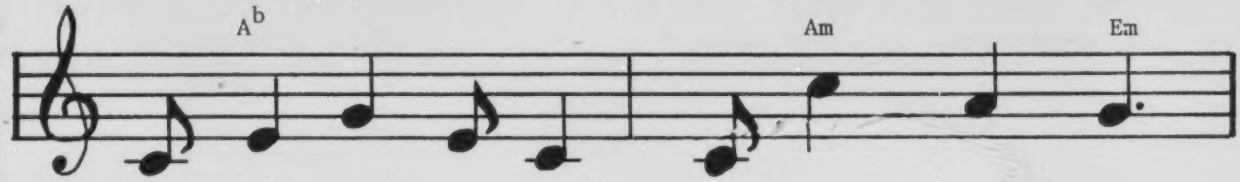
Moderately syncopated

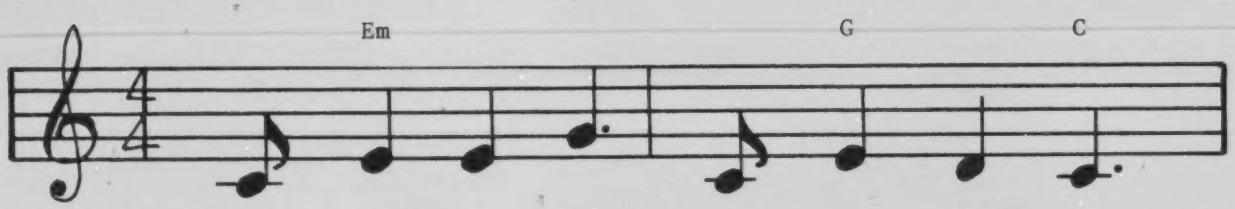
Lyrics by: Ray Muston
Jerry Ward
Connie Trone



1. I worked by day, I worked by night,
2. The com-pu-ter came and took my job,
3. I tried to think, to learn to know,
4. As the world turned, I found my- self,
5. I built a ma-chine that could teach to learn,
6. You too can learn to think and grow,

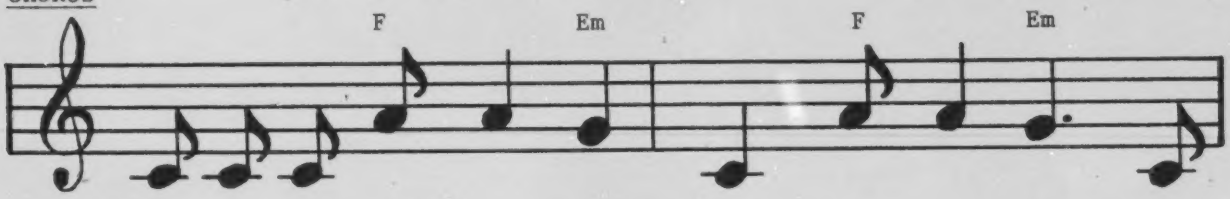


1. The mean-ing of life slipped a- way,
2. And just guess what that did to me,
3. To set some goals my life could be,
4. I learned to share with- out a-pol-o-gy,
5. And stat-ed a cri-ter-ion rule,
6. The fu-ture is yours for to make,

1. My bones grew wear-y, my mus-cles ached,
2. I found I was a slave to the clock,
3. But each new tack I tried to take,
4. To think and grow with al-ter-na-tive means,
5. To pro-vide for oth-ers a hope-ful chance,
6. To build your mind, to smooth your life,

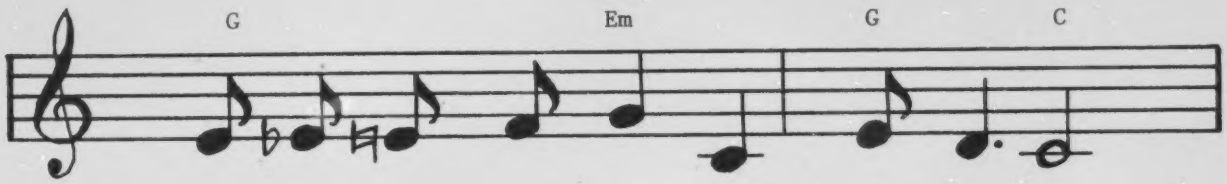


1. I gave my- self no time to play.
2. And then I said, "At last I'm free."
3. Con- clud- ed with, "I just can't see."
4. Through frui-ty nuts in Ed. Tech-no-lo-gy.
5. To dis-tin-guish be-tween learn- ing and school.
6. Like au-to-ma-tic thread-ing on a film-loop eight.

CHORUS



1. I ne-ver learned to live, to live to learn, To
2. I could near to live, to live to learn, To
3. I'd ne-ver learned to live, to live to learn, To
4. I slow-ly learned to live, to live to learn, To
5. I have learned to live, to live to learn, To
6. We all can learn to live, to live to learn, To



1. make my mind a bet- ter place to live.
2. make my mind a bet- ter place to be.
3. make my mind set to ac- cept my plea.
4. move my mind out of geron- tol- o- gy.
5. in-te-grate my mind like a sys-tems' fool.
6. make of our minds an un- sol- id state.

GLOSSARY:

Career readjustment:	the process of adapting to a change in one's work.
Compulsory education:	mandatory education.
Education:	the process of facilitating affective, cognitive, or psychomotor outcomes.
Educator:	one who implements education.
Learning:	modification or change in behavior through training, practice, and/or experiences.
Leisure:	the opportunities provided by the cessation of work.
Lifelong learning:	lasting or continuing through life.
Open access:	readily obtainable, with no formal qualifications for entrance.
Special population:	a target group with specific characteristics and needs.
Work:	the labor, task, or duty that affords one his/her means of livelihood.

(Group 2 report continued)

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GROUP 3: TRAINING FUTURE PROFESSIONAL EDUCATORS

COMMITTEE MEMBERS:

Denis Hlynka
Dick Hubbard
Dick Linstrum
Jerome Miller
Rosalind Miller
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Art Schwieder
Elmer Wager

INTRODUCTION

A. RATIONALE

The future is coming! "All education springs from some image of the future...(and) if the image of the future held by a society is grossly inaccurate, its education system will betray its growth."

Will professional educators be reactors, or proactors? The introduction of the future implies educational change, and encourages a re-examination of the organization of knowledge. It should not shock educators to consider the future as a general stimulus for educational change.

To make the best response to these changes, professional educators must competently meet the challenge. "Today's is a mass, technological society in which it is difficult to develop a sense of personal power. Yet it is only through self-renewal of the individual that...society itself can be renewed...Education cannot reform the entire society...but it can prepare students to deal with other institutions by making itself...into a laboratory of institutional change. This paper is presented to bring the future into focus, as it pertains to professional educators.

Definitions:

1. Future - looking ahead 9 years to 1984.
2. Professional Educator - anyone professionally related to education: teachers, curriculum specialists, media specialists, administrators, and guidance people.

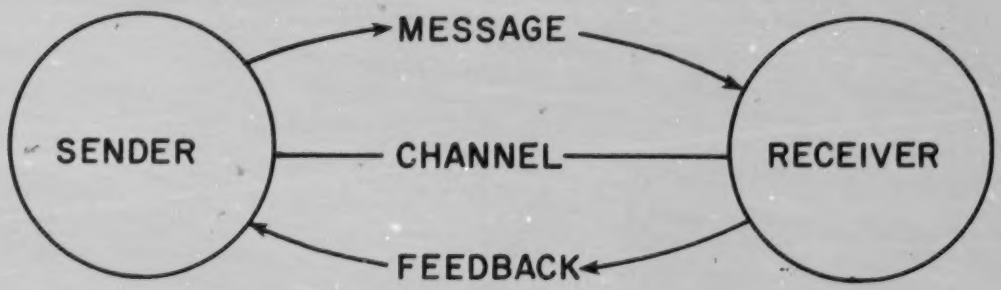
(Group 3 report continued)

3. Tools of the Trade - includes widely accepted print and non-print media as well as card catalogs, standardized tests, etc.

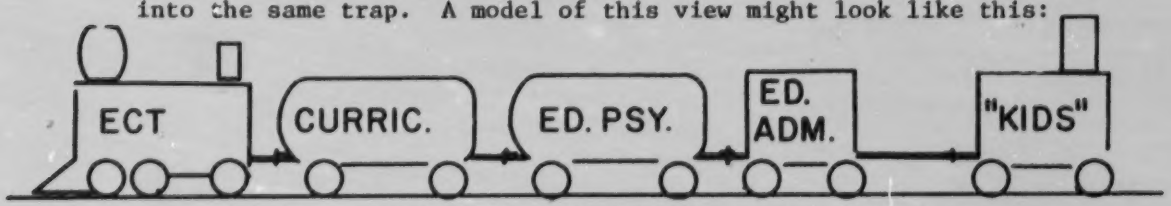
4. Instructional Development (I.D.) - the systematic preparation of instruction to deliver specified goals.[1]

5. Instructional Technology - The part of educational technology concerned with applying scientific processes to learning experiences. (Educational Technology - the broad application of scientific processes to the solution of educational problems and the fulfillment of learners.)[2]

6. Communications - the general theory of sender - receiver who says what to whom, how, and with what result?



Warning: Educators sometime forget that there are other professionals in the world. They may hold a Ptolematic view that they are the center of the universe. Instructional technologists as educators, often fall into the same trap. A model of this view might look like this:



EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY

The implications, of course, is that educational technologists are the leaders even though other educators may have input. All of us are pulling along (often by the ears) the kids (or more formally stated... the learner).

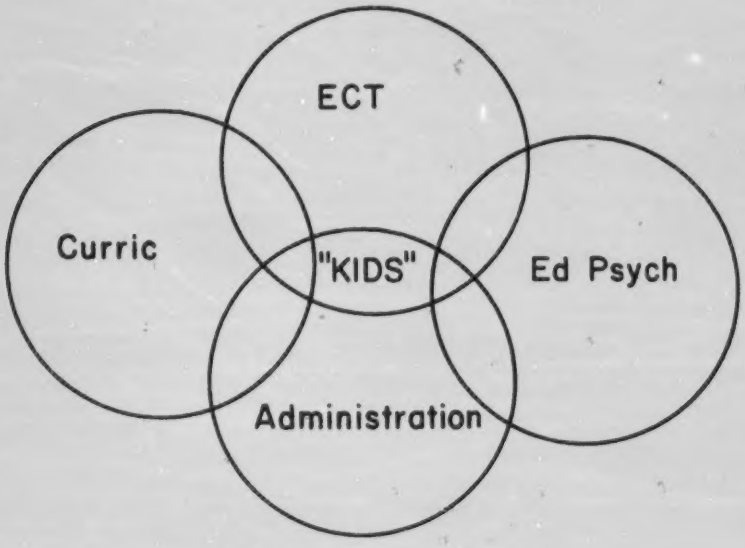
---

[1] "Instructional Technology: Issues & Concerns," Lake Okoboji Educational Media Leadership Conference, 1974, p. 58, Figure 2.

[2] Media Programs: District and School. Washington, D.C.: Association for Educational Communications and Technology, 1975, p. 112.

(Group 3 report continued)

The following model is not a proposal, but rather a reminder... that the real world is represented by the systems view. That is, there are several inputs...The model suggests only four, all of which have one goal in mind, the facilitation of learning...whether affective, psychomotor, or cognitive. Some inputs can overlap.



B. ASSUMPTIONS

The paper is based on the following assumptions:

1. The public school system will continue to be the major vehicle for formal education.
2. Students and teachers will continue to interact in a face-to-face manner.
3. Formal education will continue to compete with outside (informal) influence.
4. Local and state control of public education will continue.
5. Despite cutbacks education will continue to be a major expenditure at the national level.
6. Educators will continue to be prepared in institutions of higher learning.
7. Financial and energy crises will significantly influence education at all levels.
8. Effective quality instruction will continue to be an elusive goal.

(Group 3 report continued)

C. GENERAL GOAL

It is the goal of this group to investigate the needs of future educators and ECT subsystems, to help them meet the specific needs of each learner as anticipated in the next decade. An attempt will be made to devise a plan (system) by which the processes of instructional development, instructional technology, and communications may be utilized effectively to meet the instructional needs of the learner.

D. OBJECTIVES

1. Identify expected characteristics of the 1984 schools.
2. Assess the probable needs of students, educators, and particularly educational communications technologists, for the next decade.
3. Define in general terms:
   a. "Tools of the trade" which are being utilized by professional educators.
   b. Potential resources.
   c. The processes of instructional development, instructional technology, communications, and other terms.
4. Suggest a plan which is intended:
   a. To provide for the attainment of appropriate media competencies.
   b. To encourage an appropriate environment for instructional development.
   c. To assure that instructional technology necessary to sustain efforts to improve instruction is provided.
   d. To offer pre-service and in-service opportunities focusing on the communications process.
   e. To influence accrediting associations to move directly and with emphasis to provide action appropriate to implement this plan.

II. BODY

A. CHARACTERISTICS OF PUBLIC SCHOOLS - 1984

1. More use of educational technology and new developments.
2. A greater variety of materials and equipment (TV, CAI, etc.)
3. Fewer students at the elementary and secondary level.
4. More adult or continuing education students - late and early learners.

(Group 3 report continued)

5. Increased validation of all types of materials.
6. Fewer funds.
7. Greater accountability.
8. More alternative programs.
9. Greater need for locally produced materials.
10. Flexible large group and independent scheduling.
11. More emphasis on validated instruction including careful analysis of behavioral objectives.
12. Increased development of learning packages, modules, and study alternatives.
13. Teacher involvement with curriculum/instructional development teams.
14. Better supplied/equipped resource centers.
15. More student productions/Visual Literacy.
16. Improved management of funds for media.
17. Greater impact of teachers unions, and other professional organizations on "tools of trade."
18. Increased expectation of teacher knowledge of and skills in media from all fronts.
19. More cooperative efforts (regionally) to provide media services, materials, equipment, etc.
20. Greater independence for the teacher in selecting appropriate teaching methods/materials.
21. Schools will be doing more training formerly done in the home.
22. More practical exposure for pre-service teachers interning in public schools.
23. Administrator's power weakened re curriculum (shifting to curriculum development teams).
24. Consolidation of districts for better economy.
25. More practical applications and problem solving in the classroom.
26. Greater emphasis on interaction with and expression of students' feelings and establishment of climate conducive to such an interchange.
27. Federal programs as non-categorical aid with certain emphases such as early childhood vocational training and disadvantaged.
28. Increased R & D efforts, especially applied research, translating theory into practice.

(Group 3 report continued)

B. CHARACTERISTICS OF HIGHER EDUCATION - 1984

1. Greater faculty-student ratio, less money.
2. Greater emphasis on media/methods research.
3. More continuing education.
4. Increased accountability and responsibility for effective programs - programs evaluated internally and/or externally kept or dropped.
5. Fewer students, more career oriented learning.
6. Program development in terms of expected competencies.
7. State level upgrading of certification.
8. More work-study programs.
9. Careful analysis of opportunities for individualization.
10. An increase in unionization will lead to altered interest in teaching, research, publishing, counseling, supervising student teaching/projects.
11. Promotion of interdisciplinary programs and projects.
12. Relaxed admission policies.
13. More use of educational technology and new development.
14. A greater variety of materials and equipment (TV, CAI, etc.).
15. Increased validation of all types of materials.
16. Greater need for locally produced materials.
17. Flexible large group and independent scheduling.
18. More emphasis on validated instruction including careful analysis of behavioral objectives.
19. Increased development of learning packages, modules, and study alternatives.
20. Better supplied/equipped resource center.
21. More student production.
22. Improved management of funds for media.
23. Increased expectation of teacher knowledge of and skills in media from all fronts.
24. More cooperative efforts (regionally) to provide media services, materials, equipment, etc.
25. Increased R & D efforts, especially applied research and translation from theory into practice.

These changes, however, face educational systems which will try to stay much the same as they are now because of:

(Group 3 report continued)

1. Sheer inertia of "educational" institutions.
2. Disagreement as to desired changes.
3. Present educational systems that are working and seemingly successful.
4. The limited changes in society in the meantime, with continued emphasis on common problems.

C. PREDICTIONS AFFECTING MEDIA TRAINING FOR PROFESSIONAL EDUCATORS IN THE FUTURE (adapted from Hamreus: Media Guidelines)

1. Change, challenge, and opportunity will be dominant characteristics of society in 1984.
2. The systems approach will significantly affect the methodology employed in identifying problems and organizing resources for their resolution.
3. Educational programs will be reconceptualized, expanded and developed at all levels.
4. Individualized instructional programs will be increased to meet the needs of learners at all levels.
5. Technology will be used increasingly to transmit messages to specific learner populations, on both formal and informal levels.
6. Continued budget constraints will help to create alternatives to expensive and time-consuming instructional development, focusing instead on effective utilization and redevelopment of existing materials.
7. Computers will be used increasingly to manage information, facilitate research, and provide instruction.

D. PLAN

1. To provide for the attainment of appropriate media competencies

The intent of this section is to briefly examine the role of media competencies in the training of future professional educators. It should first be reiterated that professional educators, at all levels, -- and of all types, -- should be expected to have certain media competencies. These competencies depend upon the role and job of the particular individual. Assistance in determining which competencies fit which role may be found in the now numerous lists which have been developed. The following list is only representative, is, by no means, meant to be exhaustive.

(Group 3 report continued)

a. Jobs in Instructional Media Study (JIMS), Department of Audiovisual Instruction and its follow up documents.

b. Hamreus, D. Media Guidelines: Development and Validation of Criteria for Evaluating Media Training. Teaching Research (1970), U.S. Department of HEW.

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RECOMMENDATIONS:

a. Conscientious efforts should be made to translate competencies into workable programs. There is a danger that competency lists may merely sit on the shelf, as so many performance objectives are doing today. We must make active effort to use the competencies.

b. Successes in the use of competency lists should be reported in the literature.

c. Research should be conducted to determine the degree of specificity a competency statement should have.

d. Studies should be conducted to determine alternatives to the competency based approach. (For example, Okoboji is NOT competency based, and most delegates would agree that it should not be competency based.)

e. Interim programs should be developed to fill in the gap until competency programs are instituted.

SUMMARY:

All of the above information, sketchy as it may be, points to an underlying belief held by this group that professional educators of the future must know how to use the tools of their profession. It is up to those responsible for the training of educators to organize programs which meet this requirement. If you visit a dentist and find that all he knows of Stanous Fluoride is what he reads in Readers Digest, you had better get a new dentist. The same would be true of an educator who uses non-print materials in the classroom to avoid more specific lesson planning. The effective professional educator of the future will have many characteristics, one of which will be competency in the use of the tools of the trade.

2. To encourage an appropriate environment for instructional development.

(Group 3 report continued)

Instructional development is conceived generally as the systematic preparation of instruction to achieve specified goals. According to Gustafson, the seven components of instructional development are:[3]

a. Present organized, sequenced subject matter.

b. Provide guiding information.

c. Provide meaningful context.

d. Capture and maintain attention.

e. Provide active practice.

f. Provide feedback to learner in regard to progress and performance.

g. Provide feedback to instructor (developer).

Further, the instructional development model developed by a subcommittee at the 1974 Okoboji Leadership Conference[4] deserves attention:

> Identify problem--analyze setting, prepare learning outcomes, select strategies, construct prototype, field test, implement, and revise & recycle.

The development of an environment which facilitates the process of instructional development must be thoroughly planned and coordinated with input from all levels of the educational unit (district, college, building) undertaking such a task. Many professional educators concede the point that numerous classroom teachers would embark on a systemized program of instructional development, if the barriers to such an effort were removed.

Sykes, et. al. identify and explain a number of inhibitors (blocks) to change, which negatively affect the improvement of instruction. They include:

a. Difficulty of demonstrating the values of change.

b. Difficult role of the change agent.

c. Parochialism.

d. Ambiguous role of administrators.

e. Lack of change oriented concepts and skills.

f. Current activities "roll along."

g. Change oriented people not in the main stream.

h. Discouraging policies and practices.

i. Competition of new activities with old.

j. Difficulty of maintaining volunteer efforts.

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[3] Gustafson, Kent L. "Improving Instructional Development," Educational Technology, Vol. XV, No. 5, May, 1975, pp. 34-38.

[4] "Instructional Technology: Issues & Concerns," Lake Okoboji Educational Media Leadership Conference, 1974, p. 58.

(Group 3 report continued)

One might expand on item d to suggest that leadership, in terms of direction, process, and awareness of achievement be provided for faculty. Increased satisfaction in the knowledge of what their job is, and how well they are doing it may be expected.

It is obvious that Instructional Development is not widely employed in public schools so it is necessary that all educators, including teachers, building principals, curriculum and media specialists, and guidance personnel know how it will increase learning outcomes. In the next few years (by 1984), a flexible and facilitative instructional development atmosphere needs to be established.

I.D. information can best be handled in the preservice training of educators as an integral part of their specific curriculum. If such concepts are not gained at this level, then in-service is a logical way of handling this deficiency. The list of characteristics for public schools and higher education (referred to earlier) clearly points out that I.D. is a major function of the near future at these levels.

Mager suggests that teachers who know the answers to "Where am I going?" "How shall I get there?" and "How will I know I've arrived?" will probably develop a more appropriate attitude toward learning by students. There are benefits to planning, particularly when done within a framework of a larger purpose. Educators have often expressed the notion that the purpose of planning is to produce a plan, but they realize that this is but one of the benefits, and certainly not the primary purpose. The real purpose of planning is to get better results, and this is usually accomplished with a plan which may be readily changed in the face of unanticipated events.

"There once was a teacher
Whose principal feature
Was hidden in quite an odd way.
    Students by millions.
    Or possibly zillions
    Surrounded him all of the day
When finally seen
By his scholarly dean
And asked how he managed the deed,
    He lifted three fingers
    And said "All you swingers
    Need only to follow my lead!
'To rise form a zero
to Big Campus Hero
To answer these questions you'll strive:

Where am I going
How shall I get there, and
How will I know I've arrived?"[5]

The provision of an environment in which instructional development may occur, while not a simple task, is generally a readily attainable one. The following constitute several steps in a systematic plan designed to provide such an environment.

a. Identify and evaluate problems (inhibitors) and opportunities (facilitators).

b. Clarify and evaluate the mission, goals, and objectives.

c. Determine priorities.

d. Analyze and evaluate capabilities.

e. Develop and implement plans of action.

f. Identify and assess anticipated developments which might influence results.

g. Allocate resources.

h. Assure support of key personnel.[6]

RECOMMENDATIONS

a. Encourage an attitude of inquiry and openness.

b. Identify inhibitors to and facilitators for improved instruction.

c. Provide ready access to personnel, materials, and support services necessary for improved instructors (I.D.).

3. To assure that the instructional technology necessary to sustain efforts to improve instruction is provided.

Instructional Technology is considered a systematic process of evaluating the needs of learners, establishing learning goals and objectives, developing a learning process and an evaluating process to enable learners to achieve the goals and objectives. This is intended to include equipment, materials, and support personnel.

In order to make the best use of this process, it is important that all professional educators develop a thorough understanding of instructional technology as a part of their professional education. This will require an understanding of the psychology of learning, learning theory, the tools of the trade, and the systematic approach to planning appropriate instruction.

[5]Mager, R. F. Developing Attitudes Toward Learning, Fearon, 1968, p. VII.

[6]Breen, Edward J., and Phillip C. Winsteach, "Systematic Institutional Planning, Educational Technology, XV, 7, July 1975, p 33.

(Group 3 report continued)

Implementing this plan will necessitate that state certification agencies require competence in the use of instructional technology for certification or recertification of all professional educators. State and regional accreditation agencies also should require the services of instructional technologists in every school.

SUMMARY:

Instructional technology is essential to the instructional process. Implementing instructional technology means that certification and accreditation agencies must require instructional technology training for professional educators and the use of specialists in the schools.

4. To offer pre-service and in-service opportunities focusing on the communication process.

While the classroom teacher is considered the most important individual in the education of the learner, many are unable to demonstrate minimally prescribed competencies in applications of tools of their trade. According to Stewart (1975), malpractices in the classroom are affecting students right now. Because of this, it is critical that teacher training institutions make necessary changes to eliminate malpractices in their own teaching and the way they teach others how to teach.

There is an obvious need to improve instruction at the school and university level. Emphasis should be placed on providing pre-service teachers with competencies required to avoid propagating another generation of teachers with similar problems. Many school administrators are similarily deficient. This seriously limits their capabilities in decision and policy making concerning effective instruction.

It would be well for educational employers to determine the media competencies expected of all applicants for teaching positions. In-service programs should be required of all teachers and administrative personnel. These programs should be more than the usual dry-mounting, laminating, etc. They should go into utilization techniques and the instructional development process. It is imperative that such in-service programs be conducted by persons skilled in the competencies to be included.

Teacher training institutions should revise method courses if necessary to insure inclusion of a broad range of appropriate media and methods. Administration and supervision programs should also provide students the competencies appropriate to media.

(Group 3 report continued)

RECOMMENDATIONS:

a. Professional education courses should include significant media competencies.

b. Schools should expect that teachers know and use the tools of their trade.

SUMMARY:

Pre-service and in-service opportunities focusing on the communications process should be included in the training of professional educators at all levels.

5. To influence accrediting associations more directly with emphasis on action appropriate to implement this plan.

Today's schools, --curriculums, staffing, instructional materials, schedules, etc., --would not exist in their present form if they were not supported and directed by powerful regional and state accreditation agencies. These agencies have more influence on curriculum and instructional materials than all of the professional associations put together. An example of this influence is the retention of the Carnegie Unit in high schools, despite the educational community's questioning of the effectiveness of the Unit. Accreditation agencies are probably responsible for the retention of traditional school programs, since new or innovative programs are hard to evaluate by old standards, and could result in the loss of accreditation.

Many professional educators have little knowledge of these agencies or how to influence them. Classroom teachers, curriculum and media specialists, even administrators, seldom attend the agency meetings. Some organizations, (such as guidance and counseling) have been successful in focusing their energies on regional and state accreditation agencies in such a way that the guidelines for accreditation reflect their philosophy.

RECOMMENDATIONS:

AECT should assume the responsibility of educating its members and those of affiliate groups to the what, why, and how of accreditation structures and ways to influence them. Some methods suggested are:

a. Prepared materials listing the background and methods of accreditation agencies. (Many media professionals are not even aware of the standards of their particular accreditation agencies.)

b. Identify AECT members with some knowledge of, and influence with various accrediting agencies.

(Group 3 report continued)

c. Articles in professional journals on accreditation and its implications for media professionals.

d. Sponsorship of regional meetings directed toward the various kinds of accreditation and certification.

e. Meetings on accreditation at national conferences.

f. Task forces to meet with accreditation agencies to help specify media needs (adequate staff, materials, and programs), and to make sure that AECT members are included on the evaluation teams which are sent out.

SUMMARY:

Accreditation agencies are in the position to demand that a media program be implemented in each school. It is the responsibility of the profession to make them cognizant of the need.

III. CONCLUSION

The training of professional educators is a role which cannot be approached lightly. For too long, the general feeling has been well expressed by the lines:

Those who can, do;
Those who can't, teach;
Those who can't teach, teach teachers;
Those who can't teach teachers, run IMC's.

We believe that such convictions can and must be reversed! The future of education in 1984 and beyond depends on our success in this venture. In the words of Oettinger:

> Give the intellectual and social complexity of education and the weakness of its weapons of attack, we will simply have to grit our teeth, try as hard as we can to implement change, but muddle through as best we can no matter what happens!

(Group 3 report continued)

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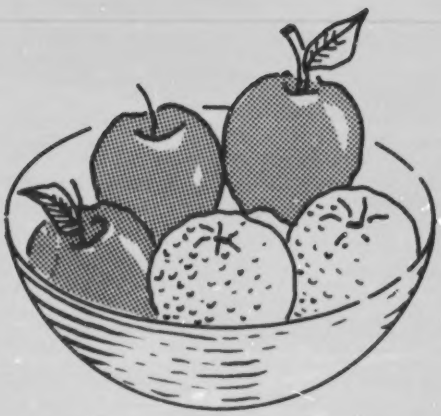
GROUP 4: RESEARCH: DIRECTIONS AND IMPLICATIONS



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INTRODUCTION

The following represents a working paper. It reflects the thinking of seven educational technologists who have as a common bond an interest in research in educational technology. The objective of the group's deliberations was to consider intriguing areas of research from a futures perspective. In its focus on "intriguing areas," no attempt was made to systematically cover the field; instead, research areas of high interest to the group members were considered. The specific areas in each of three broad categories presented in this paper are: a) learner attributes, b) alternatives for learning and coping, and c) presentation/evaluation. It should be noted that the three categories were developed after each of the specific topics had been generated through informal sharing. The three categories will hopefully lend an element of structure to help make the material more comprehensible.

In an effort to determine how these categories might relate to factors considered by the other groups, a survey technique was employed to gain information about:

1. "Ideal" futures in their area of interest.
2. Limitations (constraints and dependencies) to researching their problems.
3. Conditions which would facilitate achievement of their ideal.

(Group 4 report continued)

Information regarding these questions was gathered from each group through interview. That information was manipulated and cast in various ways in the interest of finding a degree of fit between the concerns and priorities expressed by our colleagues and the research areas we found interesting. Outcomes of this exercise were seen as yielding both materials which could aid in the communication of the future utility of research we already were interested in, and providing a sort of needs analysis from which additional areas for research might be generated. At no point in the information collection and manipulation did the group anticipate any sort of perfect fit, nor did the group plan to force such a fit. One of the uses to which this document may be put is to provide a springboard, by "filling in the blank parts" for generating both new research priorities from futures ideals and for generating possible educational futures from existing research directions.

SKELETON MATRIX

The following matrix can be used to facilitate the selection of research strategies. The terms listed in the left hand column are research handles which are defined as categories of particular interest to the committee. A statement of ideal research outcome can be examined in order to determine the applicability of each of these handles to the outcome. For each handle which is seen to be relevant, it is necessary to identify extant research. This provides an overview of the current status of research relevant to the ideal outcome under consideration. Next, it is necessary to enumerate research questions which need to be investigated.

RESEARCH AREA HANDLES	STATUS	NEEDS
A. Learner attributes:		
Capacity for:		
1. Languaging		
2. Distancing		
3. Development		
4. Modality preference		
5. Learning styles		
6. Feedback		
7. Lateralization		
8. Socialization		
9. Attitudes/Values		
10. Perception		
B. Alternatives for learning and coping:		
1. Verbal		
2. Visual		
3. Aural		
4. Musical		
5. Tactile		
6. Mathematical		
7. Symbolism		
8. Computer languaging		
C. Presentation/Evaluation		
1. Learning environment		
2. Message design		
3. Mediation		

(Group 4 report continued)

RESEARCH HANDLE	STATUS	NEED
A. LEARNER ATTRIBUTES Those internal elements that each individual possesses to assimilate and interact with the environment.	Chemical, neurophysiological, and educational research as well as philosophy have explored in depth to reveal and describe these attributes.	Knowledge of the molecular structure of neuronic and other chemicals; more knowledge of extremely small electrical currents and waves within the brain; hypomediation and parapsychological information, etc.
1. Languaging The intentional use of culturally acquired or modified signs, sequenced or patterned in culturally established ways for the purpose of communicating directly or indirectly with another human.	From the standpoint of cognition, especially, much is known about verbal languaging and its effects on users; little is known about other kinds of languaging or their effects.	Research into the linguistic universals for languaging is necessary before interrelationships between languaging activities and their implications can be perceived and understood.
2. Distancing The human mind has great difficulty perceiving the flow of its own thoughts. But, it has the capacity to perceive and improve that flow if thoughts are made tangible in acted, "written", recorded or manipulated form. Such externalization may facilitate development of self-concept, performance, eloquence, and culture.	Although the concept is new, much is known about the use of distancing in promoting learning, the greatest occurring when the learner can distance and then use his own output. The use of distancing in non-verbal sequential form is relatively unexplored but has shown great power.	Distancing has never been studied directly. Planned research based on the distancing hypothesis needs to be done.

RESEARCH HANDLE	STATUS	NEED
3. Development The study of sequential changes in capacity and nature of various attributes or functions of learners. They are characterized by formulation of stages with definable and identifiable characteristics*		
a. Intellectual: The study of sequential growth and change cognitive capacity and nature. E.g., inquiries into characteristics and potentials of learners at varying stages of cognitive development.	Work by Piaget is well-established into educational practice, particularly in inquiry models. Other lines of study are under way.	
b. Moral: The study of sequential growth and change in morality related predispositions as well as their attendant behaviors, e.g., studies on the behaviors of individuals at varying stages of moral development in varying moral dilemma situations.	Work by Kohlberg and others into the existence of stages of moral development and into situational/behavioral relationships is somewhat established in educational practice in values and moral curricula and materials. This area is of considerable interest to many researchers.	
4. Modality Preference A condition of the learner which presupposes a set of languaging skills. These skills are recalled, combined, sequenced, and used in a learning situation.	There is limited research on types of preferences. No categorization or models of possible preferences presently enjoys wide acceptance. Some data is available concerning modality preference in a developmental framework. Some scales of modality preference exist.	Research is needed to more precisely identify and quantify modality preferences to enhance learner achievement. Further development and refinement of modality preference scales are necessary.

*Visual development is of such high concern to the writers that it has been treated in more detail elsewhere in this paper.

5. Learning Styles Varying ways in which individuals perceive, approach, and process information. Illustrative areas include:		
a. Perceptual style: the study of the nature and characteristics of learners' preferred or strongest manner of perceptual form, specifically, "visual" and "haptic" perceptual styles	Work by Lowenfeld established and validated the visual-haptic typology. More recently applications of this work by Bruning, Ausburn and others are being explored in correlational and Aptitude Treatment Interaction (ATI) studies of this typology as it may relate to other languaging styles, other learner characteristics, and instructional variables.	Efforts beyond ATI to encompass other variables--setting, content, teacher, media, and other relevant learner attributes.
b. Cognitive tempo: the study of the differences between learners in the speed with which they tend to act on complex stimuli, specifically, "impulsive" and "reflective" cognitive tempos.	Enough work done to establish the phenomenon. Presently work is under way on the relationship between this variable and other learning styles.	Same as above for perceptual style
c. Sharpening-leveling: the study of the differences between learners in the patterns or procedure by which they approach complex problem-oriented stimuli	Same as above	Same as above
6. Internal Feedback Internal feedback is an automatic immediate comparison of what is perceived with any existing analog. If there is a difference, attention is the first consequence, presuming the person's faculties are unimpaired.	The study of small single changes has provided much data on the perception of those changes. Small sequential changes, as in visual messages, are a relatively unexplored area.	Basic research is required before the semantic significance of linked visuals can be understood. The study of visual syntax will be delayed until the foregoing is better understood.

RESEARCH HANDLE	STATUS	NEED
7. Lateralization The tendency of aptitudes and attributes *to be first processed* by both hemispheres of the brain and then gradually by one or the other. Over time, one hemisphere tends to specialize in certain functions. This characteristic begins in infancy and increases with age.	Both hemispheres of the human *brain are apparently capable* of developing all necessary human powers. However, as most children develop, the left hemisphere specializes in sound-based verbal languaging, and the right hemisphere specializes in spatial perceptions, rhythm, and visual languaging. Information about languaging and cognition is still relatively unreliable. Brain wave study is somewhat new. Many questions are unanswered or unanswerable with current technology.	Basic research showing the *hemispheres* in which various kinds of languaging occur. Research into the precise nature of similarities and differences between the kinds of languaging involved. After that, application can proceed with more assurance and acceptance.
8. Socialization The process of acculturation that occurs both formally and informally as the individual develops skills to function as a member of his social system. It occurs through such means as modeling, imitation, and norm development.	Observational methods have been used primarily. Work using such techniques as specimen description, time and event sampling, and small group interaction has been conducted.	
9. Attitude/Values The affective component of the human make-up represents predisposition to behavior. It includes self-concept (a set of all analogs relevant to the perceptions of oneself by others and ones own perception of self.)	Much research has been done in certain areas of personality (self-concept, attitudes, pathology of personality variables) but concepts under study have not been defined precisely enough.	More precise definitions of terms and more precise instruments for measuring are needed. Unobtrusive measures need development.

10. Perception The individual's capacity to experience his environment through his sensory channels; or the processing sensations labeled sight, sound, smell, touch, and taste. -sight and sound have been and are now the learner's major source of information. -the pioneer efforts in creating sensoria foretell: (1) greater involvement in the other senses in future learning systems, and (2) recognition of the synergystic effect of total involvement of the senses.	A vast body of information existing in the research literature indicates that: -perception of sound is a linear event. -perception of sight has the added dimension of simultaneous reception of patterns or multiple bits of information. Studies of perception in animals give clues to avenues for research in human perception. Perception is being studied by researchers in psychology and neurophysiology who seek to discover the nature of the perceptual processes. The role of perception in learning is and will continue to be a major concern of educators.	To investigate: -the perceptual problems underlying many of the learner's attributes. -the effect on learning of multisensory experiences. To develop the technology which will permit the study of human perception without harm to the subject or interference with the perceptions themselves.

RESEARCH HANDLE	STATUS	NEED
B. ALTERNATIVES FOR LEARNING AND COPING The alternatives include the literacies appropriate to various communication modalities. Literacy is the ability to interpret, create, and appreciate messages at the expected developmental level. The following literacies are suggested:		Investigation of the linguistic similarities among the various literacies (This applies to all the literacies.)
1. Verbal Informational units include words, sentences, and punctuation.	Solid base of research in verbal linguistics.	
2. Visual Informational units include images and objects.	Base of research just beginning to emerge.	Creation of visual linguistics.
3. Aural Informational units include sounds which may be non-patterned and non-sequenced, but which have semantic significance, e.g., a scream.	Considerable research into non-verbal, aural systems is beginning to shape this field.	Creation of aural linguistics.

4. Musical Informational units include tempoed, pitched, patterned and sequenced sounds which usually do not have semantic significance.	Research has been done at Penn State University and Michigan State University in the psychology of music and music as a variable in product design.	Creation of musical linguistics
5. Tactile Informational units include varieties of physical contact.	Little or no research except braille.	Creation of tactile linguistics
6. Mathematical Informational units include visual symbols which represent quantity, procedural	Extensive research exists dealing with mathematics as a language.	
7. Symoblism Informational units include spatial representations of relationships.		
8. Computer languages Informational units include numeric and alphanumeric characters.		

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RESEARCH HANDLE	STATUS	NEED
C. PRESENTATION/EVALUATION		
Represents two conditions of learner interaction which require a deliberate design, development, and evaluation of stimulus materials.	Research is available as to the elements necessary in learner encoding, duration, pacing, and sequencing.	Research needed as to the consistency and relationship of the two conditions (presentation, evaluation)
	Methodology is available as to the construction and validation of testing items.	Facilitating factors between the encoding and retrieval of content information need to be identified.
		Further research on the design and nature of evaluation is needed.
1. Learning environment		
A condition by which environmental factors interact to establish a particular learning situation for a particular moment in time.	Scales and questionnaires are available to access particular learner, teacher, or classroom characteristics.	Classroom behaviors need to be correlated with learner achievement.
		Environmental constraints need to be further identified.
2. Message design		
The strategies by which a multitude of elements are manipulated to provide the best facilitating stimulus for the acquisition of information.	Data are available on single elements or factors which affect learner perception and achievement.	Cost effectiveness must be determined between the identified strategies.
		Further areas for exploration include compression of visual and aural languages, transient to persistent visualization, multi-causation, and sequential simultaneous analogy.

3. Mediation The many devices and materials which enable the information to be presented.	Much research is available as to the instructional value of a particular device as compared to other devices.	Basic research as to the relevance and potential of new and future technological developments may be necessary. Comparative device analysis should be limited.

(Group 4 report continued)

APPLICATION OF THE MATRIX

1. An ideal educational outcome or scenario was identified.

2. The ideal, as stated, was determined to be too vague.

3. The ideal was reformulated.

4. The reformulated ideal outcome was considered in order to determine which research handle(s) was (were) applicable.

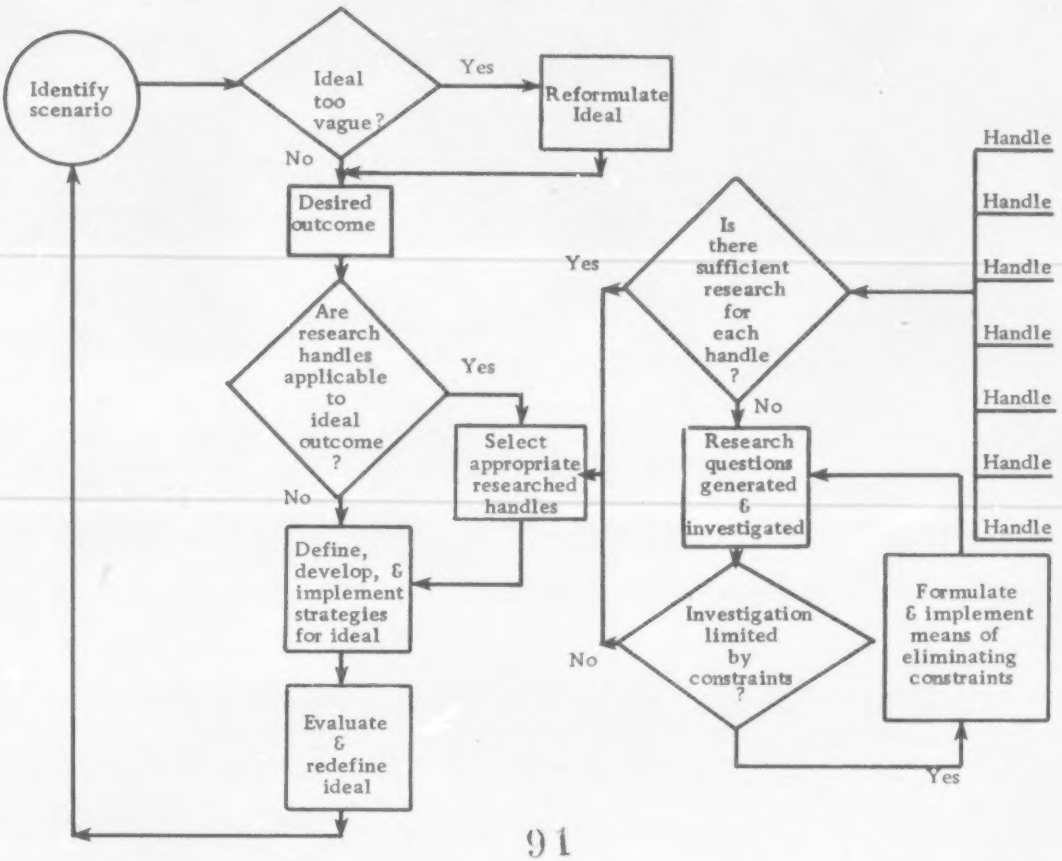
5. For each appropriate handle the following data were generated:

   a. The current status of research was described. This description involves a listing of the findings of some of the major research studies in the area.

   b. Research questions which need to be investigated were generated.

   c. Factors which might impede the progress of research were suggested.

(See flowchart and application matrix which follow)



(Group 4 report continued)

APPLIED MATRIX

Statement of Ideal Outcome: More fully developed human capabilities

Refinement of statement of ideal: More fully developed visual literacy;
Acquisition of visual/symbol language
(Bliss symbols)
More fully developed distancing skills

RESEARCH

RESEARCH HANDLE	PAST & PRESENT	NEEDED	CONSTRAINTS
Visual literacy	Randawa: visual presentation and opportunity to respond with visual symbols produced dramatically higher learning	More knowledge about the semantic significance of length of visual sequence	Difficulty of obtaining research dollars because visual literacy is not sufficiently esteemed.
Languaging	Silberman, et. al.: children with no language of any kind established affective communication following acquisition.	Replication of Silberman study. Study of emergent language structure.	Same as above Researchers who work with disadvantaged populations try to treat the handicap instead of developing new assets.
Distancing	Strandberg-Griffith showed that speech disabled youngsters would speak willingly after distancing ideas with visual sequences	Studies which address specifically to distancing hypothesis.	Lack of understanding regarding the importance of using the child's output as input for experiences which follow.

IMPLICATIONS OF MODELS

Another category considered by the research group, but not included in the matrices themselves because they seemed logically separate from the concerns expressed in the matrix, can be designated as models. The models category includes a number of means for structuring one's thinking about a research problem. It is useful primarily because it graphically depicts relationships between two or more variables. Examples of types of models are presented and briefly described below.

Continua are models that represent the linear relationships between polar opposites. (See addendum, page 81.) For example, a continuum labeled "Types of Research" may present "theoretical" and "applied" as the extremes. Such a continuum might be useful to classify individual studies in relation to the extremes.

Another type of model which could be used to classify research is the matrix. In general terms, a matrix spatially positions verbal and iconic

(Group 4 report continued)

information to facilitate the retrieval of data. The relationships of bits of information are illustrated through their positions within a frame, proximity to other bits, direction, type, color of lines drawn, shapes of elements, etc. Matrices can be two or three dimensional with nesting used to depict fourth, fifth, etc. dimensions.

The matrix is also useful to generate research questions. For example, a two dimensional matrix crossing Type of Learning (Gagne, 1970) with Duration of Stimulus would allow one to pose the question: what is the effect of long duration stimuli on concept attainment?

The third type of model is the hierarchy and its special case, the taxonomy. A hierarchy shows serial and parallel relationships between elements, whereas the taxonomy only represents serial relationships because the lower categories are subsumed in the higher categories. In other words, the top of a taxonomy is a category including all the lower ones.

CONCLUSION

The two foregoing matrices represent intriguing areas for educational research. The first matrix outlines status of research and needs for future research. The second matrix begins with selected research needs and relates them to specific research areas. The fact that the second matrix does not represent the major concerns of all groups is significant in itself. It indicates the difficulty the research group experienced in relating the broad concerns expressed by the other groups to our more specific research categories; that is, these broad concerns would first have to be broken down into specific, researchable questions.

Furthermore, many of these research areas are essentially new; others have been explored to some degree but, in the opinion of this group, require further exploration, as indicated in the "need" column. Hence, it is difficult to predict specific applications of research areas, of which little is presently known. We remain, however, both concerned with and convinced of the necessity for consistently attempting to relate research findings to specific needs of practitioners; and, conversely, for practitioners to generate researchable questions that can help them deal with real problems and in the process, add to our general body of knowledge.

(Group 4 report continued)

ADDENDUM

During the discussion of the report, Ron McBeath raised an issue related to the last section of the report, specifically the paragraph concerning continua. The substance of his comment related to the appropriateness or inappropriateness of thinking in terms of extremes. He suggested that thinking in terms of polar opposites represents linear thinking which may be an unnecessary constraint in a problem-solving effort and, in fact, may preclude finding a solution because of the failure to take all relevant variables into account. The committee agreed with Ron's comment and provided suitable verbal reinforcement for a point well-taken. The committee then clarified the purpose of the questioned section by stating that continua are but one means of graphically depicting relationships and that their appropriateness depends upon the specific problem at hand.

Further, the committee stated that problem-solvers should be encouraged to develop alternative models to represent the relationships between the variables of interest and select the model of best fit. The report is admittedly incomplete in this regard as it only presents these types of visual models. There are other visual means (e.g., Vern diagrams) that were excluded simply because of the time constraint. Excluded altogether for the same reason (as well as the fact that the group focused primarily on visual aspects of learning), were means for thinking about relationships between variables that could not be depicted visually. Since no examples of such means come immediately to mind, that may indicate the need for further investigation to clarify and refine the meaning of this question. It may also mean that examples of such means do not exist (i.e., an empty or null set) and that anything that can be thought about can be labeled and represented visually.

At any rate, Ron's remarks raised some interesting questions for which the committee wishes to express appreciation.

* * * * * * * * * * * * *

GROUP 5: FUTURE THINKING
(Getting from There to Here)

COMMITTEE MEMBERS:

Gene Aist	Michael Obrenovich
Richard Bedard	Dean Spitzer
Shelly Freisinger	Alan Todd
George Grimes	Jerry Ward

DEFINITIONS OF TERMS

Linear thinking: The common way of thinking in which one idea follows another.

Convergent thinking: The common way of thinking which emphasizes eliminating alternatives and speeding closure on issues.

Divergent thinking: The generation of ideas without evaluative concern.

Arational ideas: The product of "divergent thinking."

Future thinking: The use of "divergent thinking" for generating ideas about the future.

Proactive thinking: The anticipation of future events.

(Group 5 report continued)

Formal methods: Methods of "future thinking" based on established procedures or theoretical models.

Informal methods: Methods of "future thinking" with relatively little structure or theoretical considerations.

Expansive thinking: The generation of ideas unconstrained by artificial limits.

FUTURE THINKING
(Getting from There to Here)

Eight individuals from varying parts of the United States had an opportunity to interact over a period of four days at the 21st Okoboji Educational Media Leadership Conference. This self-selected group came together under the general topic of "Methods of Future Thinking." Through an interactive and proactive process the group statement and other information below was generated. Description of the process which this group pursued should provide a context for the ideas which follow.

After identification of small group topics in a large group brainstorming session of all conferees Tuesday morning the "Futures" committee spent the balance of the day getting to know one another and defining current interests and concerns. The nature of the group was quite diverse. Included were those holding advance planning responsibilities in academic institutions as well as local district media service administrators. By the end of the day, however, consensus was reached on a general statement of group purposes:

> "We must develop new ways of thinking appropriate to anticipating future needs, trends, and uses in Educational Media and Technology. We are experimenting with new thought forms and futures models and are investigating the appropriateness to the real world of educational communications, past, present, and future."

Idea chaining was used Tuesday as a means of creating an attitude of divergence as well as examining a particular futures methodology.

Wednesday morning the technique of developing the Cross Impact Matrix was undertaken as a means of examining another methodology. This matrix included rational and arational ideas. The results of this activity moved the group to look at other approaches to dealing with the possibilities of the future. The Future Planning Game and scenario writing techniques were examined. Group member Jerry Ward shared his experience in developing the commercial futures simulation COPE. Conference participant Ron McBeath shared his non-linear model of the principles, practices, and outcomes of education. Dean Spitzer presented the Delphi technique as an "After Hours Special" to all interested conference participants. Many ideas were generated, examined, modified, or rejected.

(Group 5 report continued)

Throughout the first three days of group activity there developed a definite perspective on the question of futures methodology. This perspective revolves around the question of "How to get here from there." The group statement provided below explains this concept.

Through the four days of group activity, interaction moved to proactive. Divergence gave way to diversity coupled with a common core of understanding. Convergence on personal perspectives proceeded to a divergent view of future possibilities. The overall effect was one of rapidly accelerating growth and understanding.

We hope that our considered thoughts which follow are of value to you. The most valuable outcome of the experience for us, however, was the participation in a process which expanded our consciousness and has given us a springboard for future exploration.

Group Statement

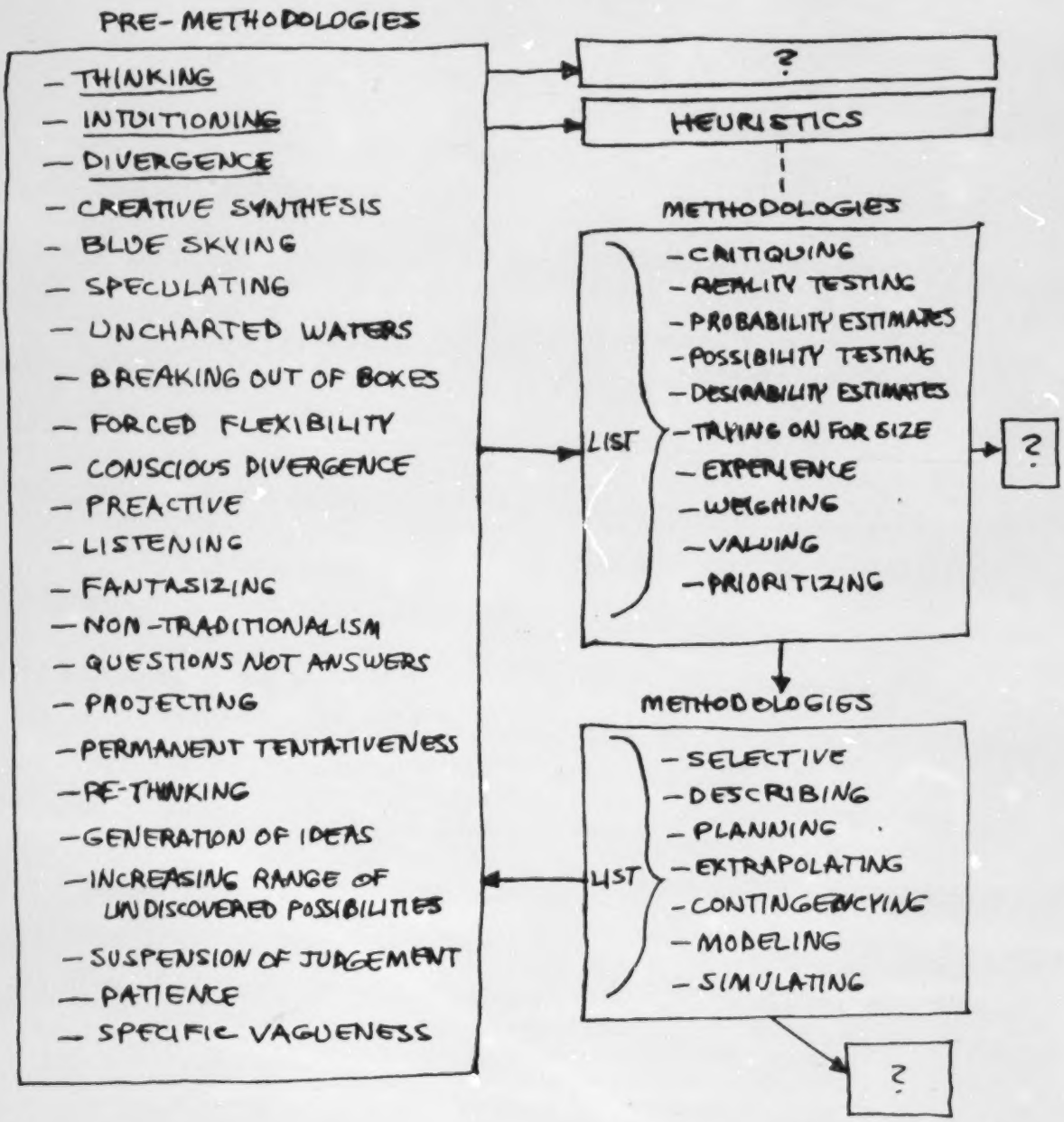
The answer to the classic question of whether the glass is half full or half empty depends on your outlook. In a similar manner, the problem of thinking about the future is dependent upon your view of the world. One seemingly logical way to think about the future would be to consider what has happened, what is happening, and then project what will happen. This is a linear approach to "getting there from here," and probably the one most of us would use. We have been conditioned to think within these and similar limits.

In the past we have been able to cope with crises while staying within these limits. In thinking about the future with another outlook, limits will have to be cast aside, replacing them with expansion agents. This can present quite a problem to the educator. The tendency exists to think of the future in terms of next week, next semester, and occasionally next year. Perhaps a 10 to 200 year view would be more appropriate.

The key to futures thinking appears to be in dealing with the "processes," and not with the "products" of schooling. There is one overriding caution we feel compelled to mention at this time. Future thinking should in no way be associated with "crystal balling." We cannot take any of the futurism methodologies and predict the future. What can be done though, is to use any one or a combination of these methodologies and look at as many future variables as possible and attempt to determine their probable impact on one another and a given problem.

If the above premise is acceptable, we as educators should consider the possibility of beginning anew. Not only do we need this revitalization, we must help the student/client prepare for the years ahead. If we continue to view education as an end rather than a means, the ends thus generated will continue to be obsolete before the benefits of the energy and time expenditures of the teacher and learner can be realized. Consider for a moment the "approximately 60 million American students who maintain expectations

FUTURES THINKING: IN SEARCH OF A PROCESS



(Group 5 report continued)

for a future that simply will not exist." (Pulliam & Bowman, 1974). What can be done to prepare these students to cope with the future? We feel futurism methodologies may well be one means to enable students to at least anticipate their future.

We attempted to test this possibility by examining one possible future problem: "No electricity for schools." We began by generating possible future events that might positively or negatively impact on the problem. An agreed-upon guideline was that any event be considered, with judgment and evaluation suspended. A number of future events were generated, which follow in the form of headlines.

Glass Factories Closed
Bear Baiting Found As New Spectator Sport
Minimum Audience of 5000 Declared for Motion Picture Viewing
20 MPH Speed Limit
Motorcycle Pool Started
Voting Age Lowered to 11
State Limits Childbearing to 2
State Limits Life to 60
State Guarantees Life to 60
Little Jimmy Smith Elected President
Instant Transportation Developed
Astral Projection Improves
Water Found To Be Best Means Of Local Transportation
Trans-Canada Canal Completed
Bell System Goes Bankrupt
People Over 60 Extinguished
Bacteria Found To Be Best Source Of Nutrition
Fish Reproduction Increases
Average Height and Weight of People Decreases
Completely Self-Generated Energy Source Devised By International Computer System
Concept Of Time Determined As Useless
Homes Permitted One Hour Of Light Per Evening
Sex Energy Harnessed
Psychic Energy Proves Transportable
Marriage Outlawed
Richard Nixon Named Energy Czar
Gravity Eliminated By Extreme Use of Resources
University of Research Irrelevant
Earth Visited By Planet X
Religious Group Predicts End Of Earth At 12:32
225th Okoboji Conference Convenes
Plants Determined As Animal
This Newspaper Found Unreliable
Glider Transport Replaces Airplane
Australia Overpopulated
Tobacco Outlawed
Alcohol And Drug Consumption Up
Hibernation Institutionalized
Bangladesh Becomes World Power
Man Breeds With Monkey
Smoking Bananas Becomes Popular High
Smog Recycled
Human Eyesight Improves
Human Strength Increases
Coal And Natural Gas Reach Zero Supply
Fireflies Increase
New Energy Reserves Found On Mars
Catholic Church Disbanded
Leisure Is Learning
Socrates Manuscripts Found
Mass Media Phased Out
Pittsburgh Abolishes Schools
New Sun Found (125X Power Of Old)
Company Develops Instructional Room For Homes
Nitrogen Content Of Atmosphere Rises
Sun Power Diminishes
Innerspace Technology Develops
Tidal Power Harnessed
Population Boom Expected
Large Federal Funds Available For Ghetto
Aerosol Can Found Effective Birth Control Method
Chemist Finds New Substance In Human Hair
New Colony Started On Mars
Students Riot As Desserts Cut Out of School Lunch
Chairman Mao Returns
Dictatorship Proposed
Federal Government RIFs 50%
Communal Living Increasing
King Declares Hand Of Princess To Solver Of Energy Crisis
Oceans Expanding
LA Declared Dead City
Suicide Rates On Increase
Underground Cities Developed
Money Outlawed
Compete Chart Of Underwater Terrain Completed
All Future Cities Must Be Built On Slant
North American Countries Merge
Education Outlawed - Teachers Prosecuted
Empire State Building Made Into A Windmill
Archaeologist Uncovers Unknown School Building
Basic Needs Of Life Redefined
Forest Fires Sweep Northwest
Social Scientist Defined UFO's As The Product Of Personal Desires
All Travel Forbidden
Three Ideas Per Day Declared Minimal
Goodyear Blimp Punctured By Vandals
Breastfeeding Determined As Cause Of Cancer
Buddhism Dominates
Rocks Seen Burning In Nigeria
Close Ties Develop At Okoboji
World State Developed
Intestines Shortened
Hamburgers Found As Source Of Energy
Learning Redefined
Chemical Learning Proliferates
Life Expectancy Decreases
Population Of Greenland Perishes
Cubs Win Pennant (day games credited)
Earth Moving Out Of Orbit
Inter-cortical Projection

Candle Industry Revitalized
Time Outlawed
Learning Inherited
Citizens Carry Own Energy Supply
Artificial Lighting Found Hazardous
Blackboard Replaces Overhead Projector
Massive Movement To Southern States
Theory Of Common Sense Developed
Smiling Faces Outlawed
Sex Regulated
Toothbrushing Found Harmful
Vision Gene Artificially Improved
Writing Legibility Improves
Moon Minerals Depleting

We then applied the Cross Impact Matrix technique (See Appendix A) to these event headlines. We concluded that this technique might enable students to see otherwise unanticipated causal relationships.

If future thinking patterns are to be developed, certain foundations must first be laid. A partial list includes:

1. Alternatives to convergent thinking must be developed.
2. Risk taking and the associated lack of security must be accepted.
3. Present-based problem-solving styles must be thrown out or altered.
4. People must be convinced a problem really exists.
5. Value judgments must be delayed.
6. Escape from the constraints of daily roles must be made possible.
7. People must be able to avoid the necessity of relying on experts.
8. Reaction must be replaced with proaction.
9. The legitimacy of thinking about the future must be considered.

(See Future Thinking Blocking Statements on next page.)

After careful discussion of the foundations, a scenario development technique was applied to a specific problem. The problem was supplied by a member of the Research Group of the 1975 Okoboji Conference. They were very unhappy with application of the present models of research to behavioral tasks dealing with learning. They suggested we develop a model that would eliminate problems inherent in the old model and have it ready by 1984.

The basic approach of the Scenario Technique is to put yourself in the future and then trace the events back in time, noting all that had taken place. The following articles were actually written by members of our group as scenarios for the solution of the problem:

PERSON-TO-PERSON F.T.* BLOCKING STATEMENTS

WHAT'S YOUR SOURCE?
LET'S TAKE A VOTE.
HAVE YOU CONSIDERED...
SAYS WHO!
THAT'S GOOD IN THEORY.
WHERE'S YOUR DATA!
WHAT'S THE PRACTICAL APPLICATION?
BUT WE'RE ALWAYS—
CAN WE REACH A CONSENSUS?
IT'S EASY TO DAYDREAM—
DO YOU HAVE ANY SUPPORT FOR THAT?
YOU'RE WAY OUT IN LEFT FIELD!
LETS GET BACK TO EARTH.
CAN YOU JUSTIFY THINKING THAT?
THAT'S NOT ON THE AGENDA!
CAN WE STICK TO BUSINESS?
BUT TOFFLER STATES THAT...
YOU'RE CRAZY
THAT'S INVALID!
IT'S BEEN TRIED—
I QUESTION YOUR ASSUMPTIONS—
THAT ISN'T FUTURISTIC ENOUGH.
SOUNDS LIKE WHAT------ SAID ONCE.
PROVE THAT!
YOU'RE BEING LINEAR.
THAT ISN'T WITHIN OUR AUTHORITY.
IT CAN'T BE PRINTED.
SAY THAT AGAIN IN ENGLISH.
WE HAVE NO METHODOLOGY TO TEST THAT.
SOUNDS LIKE OKOBOJI THINKING TO ME.
NOW LETS GET SERIOUS.
IT WILL NEVER FLY—
LET'S GET SOMETHING GOING!
IT CAN'T BE PROGRAMMED.
WE'RE NOT AT OKOBOJI NOW...

*F.T. = Future's Thinking

(Group 5 report continued)

Scenario #1

A series of dissatisfactions arose during the middle 70's concerning the applicability of a physical science model for research to a behavioral science task such as determining solutions to educational problems and/or situations. The concerns of the dissatisfied were as follows:

1. Illegitimate credance lent to a statistical approach.
2. Lack of replicability of human behavior in a model which has been based on repeatable physical events.
3. "Ivory tower" results which end up in professional journals but seldom see any use in actual education (pre-school through adult education.)

The initial seeds of disenchantment had been germinated. Communication of the disenchantment was twofold: verbal (through discussions in universities, research labs, and professional meetings) and textual (journals, texts, etc.)

The disenchantment initially was challenged by most individuals who had been doing educational research. First it was observed that no alternative model was available or in the offing. Second, it was felt that we had only recently (20 years) begun to successfully demonstrate an ability to use the physical science model. A complaint was made that the upstarts had not successfully comprehended the model and were therefore resenting their shortcomings rather than the shortcomings of the model.

A series of new journals began to appear (produced by individuals who were doing research that did not fit into the earlier paradigm.) Subjective research studies of single individuals, studies with observational results began to appear and to be accepted by many...

Scenario #2

In the mid-seventies, educators were finding, that although educational research showed that kids should learn, in fact they were not. The gap between the research being produced and its reliability and the actual school situations was getting very wide. The present Secretary of Education gathered his outstanding consultant, Dr. Antiresearch. Dr. Anti - which his friends called him for short - contended that the basis for most educational research was at fault. The human mind, acting within its worldly environment, could not be considered repetitive. That is, what happened educationally today, would not necessarily happen tomorrow, within the same setting. Dr. Anti felt that, try as one may, the worldly environment could not be duplicated. In addition, what one student does, has nothing to do with another student no matter how similar they were.

His first recommendation was to eliminate all forms of educational research as they now exist. All educational research studies will be burned. All the present college faculty would be moved to teaching in the public school system. The new college staff would consist of only those public school teachers who had not had any educational research courses or background.

(Group 5 report continued)

He would then let the new college faculty visit the public school system and observe the learning process in action for a period of five years. At the end of this time, they would begin to look into the best methods of learning. They would be required to determine the best method or methods, tell why, and make recommendations as to modifications. These people would not be allowed to use a computer or any calculators in their determination of the best method.

As a result of an additional five years of work, the following model of the evaluation of learning was evolved:

Scenario #3

Trying to find a viable analogy for formulating a model for educational research, a model which is not borrowed from other disciplines, Professor Albatross decided to do some research from scratch. He talked to his colleagues about variables which they felt were the most significant in various categories of human learning. He did surveys and organized brainstorming sessions. He divided these variables into the following groups, and they fell into them rather naturally:

Organizational
Socialization
Instructional
Learning
Evaluation

Then he tried to think of all the possible interrelationships between these variables and variable categories. He postulated every possible relationship and interaction. Since his training was broad in the Social Sciences, Prof. Albatross was not confined to traditional educational paradigms, nor was he satisfied with those in the existing psychological literature. He decided to seek suggestions from his colleagues in other disciplines for analogies upon which to base his model, without telling them exactly what he was up to. He just asked them for theoretical constructs, systems, or organisms which interested them, especially in terms of successful examples of simplications of complexity. He then went out and studied them closely. Organic systems, organizational structures, experimental apparati, towns, cities, transportation systems, anything that might allow the good professor to structure his variables and categories in a profitable way. He finally chose the duck as most like the educational system as postulated.

Scenario #4

At the 1975 Okoboji Leadership Conference a problem was proposed to the Sub-Committee on Future Thinking to develop a model for educational research that was not based on Physical Science. The problem was put before the dynamic group and under the capable leadership of its chairman and long hours of creative exchange of thought the germ of an idea emerged. This idea in a crude form was brought before the main committee at a general session and debated upon. Changes were made and new ideas generated.

(Group 5 report continued)

The written report was published and largely unread by those in the Educational field (as well as the 1975 participants). But a number of years later in a small university in Oregon an eager doctoral student on his doctorate came across the model and decided, against the advice of his committee, to incorporate the model into his dissertation.

Because of his utilization of the model he did not obtain his doctorate but he retained his belief in the new world.

Getting a service/instructional job in a small community college he began refining and improving the model until he had perfected it. Utilizing the media (local TV, radio, press) he promoted the advantages of this new model.

As the years went by (although largely ignored by the educational community) he gained nationwide fame and eventually by the year 1984, because of the popularity of new theories and approaches, the educational profession was forced to adopt his new research model.

It was in this same year that an obscure student in a mid-western town began doing research on a new research model.

Scenario #5

1975 - Efforts to establish and develop a science of instruction and education abandoned.

1976 - Statistical analysis shown to have little learning on behavioral science.

1978 - Studies reported w/less emphasis on statistical analysis.

1979 - Need expressed for model not necessitating statistical analysis.

1980 - Articles appear describing characteristics of behavioral science different from natural science.

1981 - Model proposed not based on statistical analysis, geared specifically to behavioral science.

1982 - AERA - conference on research model.

1983 - Model tested and perfected.

1984 - Model published.

Scenario #6

Interviewed on the NBC Today Show this morning Dr X told the following story of his development of a non-physical science research model. It all began in 1974 he said.

(Group 5 report continued)

Flunked out of Northwestern University because of my unscientific, non-mathematical nature and dissatisfaction with physical science model of educational research.

Wandered around thinking, -- experimenting with drugs, --made a journey to Ixtlan and met Carlos Lasteneda's teacher, --went to Asia and was introduced to Nustraism and non-western thinking, --visited schools in the orient, --talked with teachers, students.

Attended University of Kuala Lampur and was awarded Ph.D. for dissertation: Confucius' Thoughts About Education and Implications for Worldwide Educational Improvement.

Hired by San Francisco school system as ESEA Title I director of Educational Research and Implementation.

Observed Oriental teachers working with Oriental students and wrote book Yin and Yang go to School, describing a non-western educational philosophy, accompanying strategies and methodologies for non-western educational approaches.

Was booed from rostrum of AERA Convention in attempting to make an address entitled: "Look East Educators, Look East."

Hired by school districts in New York, Cleveland, Washington, D.C., to demonstrate non-western educational approaches for in-service workshops.

Approached by EDC to direct project development and research, based upon non-western approaches to education. One of the challenges I accepted was the necessity of gathering evidence to support contentions about non-western education. Taught two research courses at N.Y. University in which graduate students contemplated the mysteries of (educational) transcendence and waited for enlightment/wholeness of being.

Produced outlines of non-western research model, - finding insight by not looking for it, -- the essence of learning, and computer programs to accommodate data.

Scenario #7

1975 Poor results meaningful
Non-transferable learning abounded

1977 Frustration built up
Anger emerges
Guilt was felt
Professional problems arose
End of experimental studies in education
End of descriptive studies in education

(Group 5 report continued)

1980 3 year lag in educational research
New discoveries in this 3 years
Problem solving techniques stressed
Increase of mass media

1981 Number of computers become more sophisticated and popular
Number of professors on market increased

1982 Number of jobs decreased
Number of professors decreases
Educators into other areas

1983 Some unhappy
Think about research again to get jobs
Did research in these other areas
Can't do old style research (isn't appropriate) so just start playing w/ other ideas & models
People start seeing what might be useful outcomes using new computer packages

1984 It works

After writing, the scenarios were read and analyzed in relation to each other. This gave a similarity in approach and suggested the many paths and options available if the technique is continued.

FRIDAY MORNING THOUGHTS ABOUT A WEEK'S INTERACTION WITH FUTURE THINKING METHODOLOGIES

We have the following tentative REFLECTIONS about methodologies of thinking about the future.

- Future thinking methodologies have implications for: increasing attention in general journals and magazines; increased emphasis and study by our national specialized organizations; application of specific techniques or combinations to current or anticipated problems and publication of developmental results.

- With multiple level complexity problems interacting to produce potential crisis states in our future, strategies of future-thinking seem to have immediate impact on personal and social life in all areas.

- While many emerging techniques of futures-thinking are becoming available to researchers and practitioners, these are <u>means</u>, not ends, and will accomplish little in isolation. It is imperative that national, local, and personal attention be addressed to the host of issues in "getting from there to here."

(Group 5 report continued)

- If we agree that our future is a priority item, we need to attach the same priority to support and participate in the processes implied in developing futures methodologies, and those resulting as a consequence of increased attention to their development.

- Notwithstanding our location on a "pure doer" through "basic-face-it" spiral, we will need to increasingly question our dependence upon the past and the present for ideas and information, and create alternative bases of thinking that will lend support to anticipating and shaping our own destinies.

- The concept of futures-thinking methodologies may be simply little more than a fortuitous metaphor for the collective need of renewal and regeneration of thinking and creativity.

- A helpful attitude toward future-thinking methodologies, may well be one of constructive skepticism, leading to the avoidance of self-delusion which is based on wishful thinking and an artificial sense of security that we are maximizing our efforts at addressing our attention and concern to life issues.

PERSONAL STATEMENTS

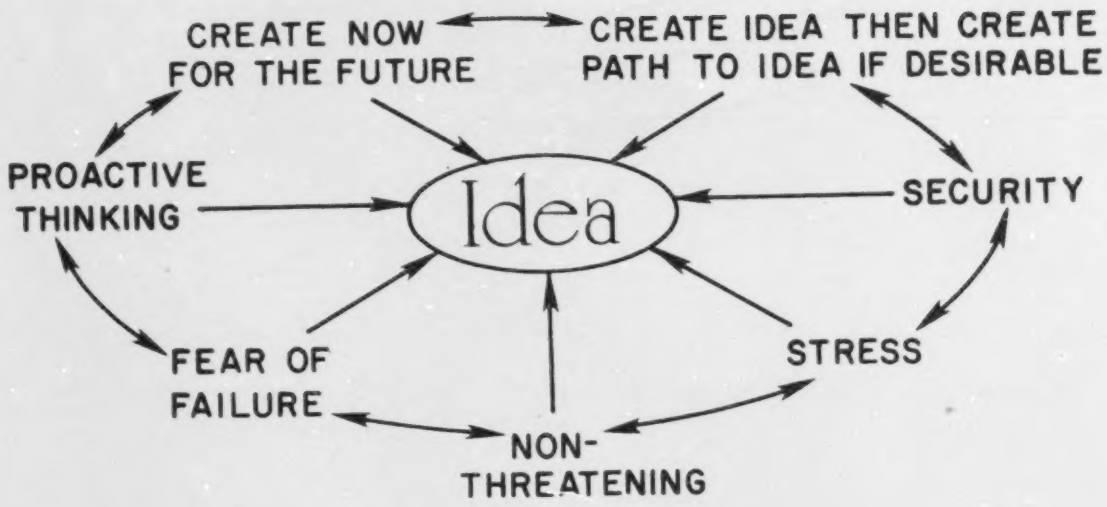
Long-range planning and thinking requires daring. It is far easier to continue with the common specializations and leave the difficult job of long-range thinking to the so-called specialists. This text is a "working paper," or series of them. It should be viewed as a tentative and open-ended skeleton of a proposal for operationalizing future-thinking methodologies.

Why is such operationalization necessary? To paraphrase an analogy by Buckminster Fuller, --if we could get inside a chick's unhatched egg, we could see the chick surviving on the nutriment found within the egg, provided by nature. This specific nutriment is finite, and ultimately as the nutriment is exhausted, the chick pecks for more nutriment and eventually breaks open the egg. Once outside the egg, where the nutriment is not so plentiful, the chick finds itself in quest of additional supplies. Fortunately for the chick, this search for nutriment is innate.

This is analogous to the history of man in that he is presently at the stage at which he has, like the chick, broken out of his protective shell. Man's nutriment (energy, security, etc.) is rapidly depleting, and the challenge of finding additional supplies is necessary. As the chick has a natural need for nutrition, we have a need to think in terms of the long-range future. But we have no guidelines, and there is the temptation to look for ideas within the broken shell. This unfortunately would lead to extinction.

We must abandon this route (linear thinking) and become future thinkers. Facts in themselves are not sufficient; there are no future facts. We <u>can</u> invent the future, and, if we desire our inventions to become reality, we should generate potential paths in alternative directions, and then select from among them.

(Group 5 report continued)



Where are we going? This is a working paper reaching no final conclusions and suggesting no pretense of being complete. It is therefore recommended that in the spirit of continuity that AECT create a task force for studying the future, and institutionalize future-thinking in our profession. (Shelly Freisinger)

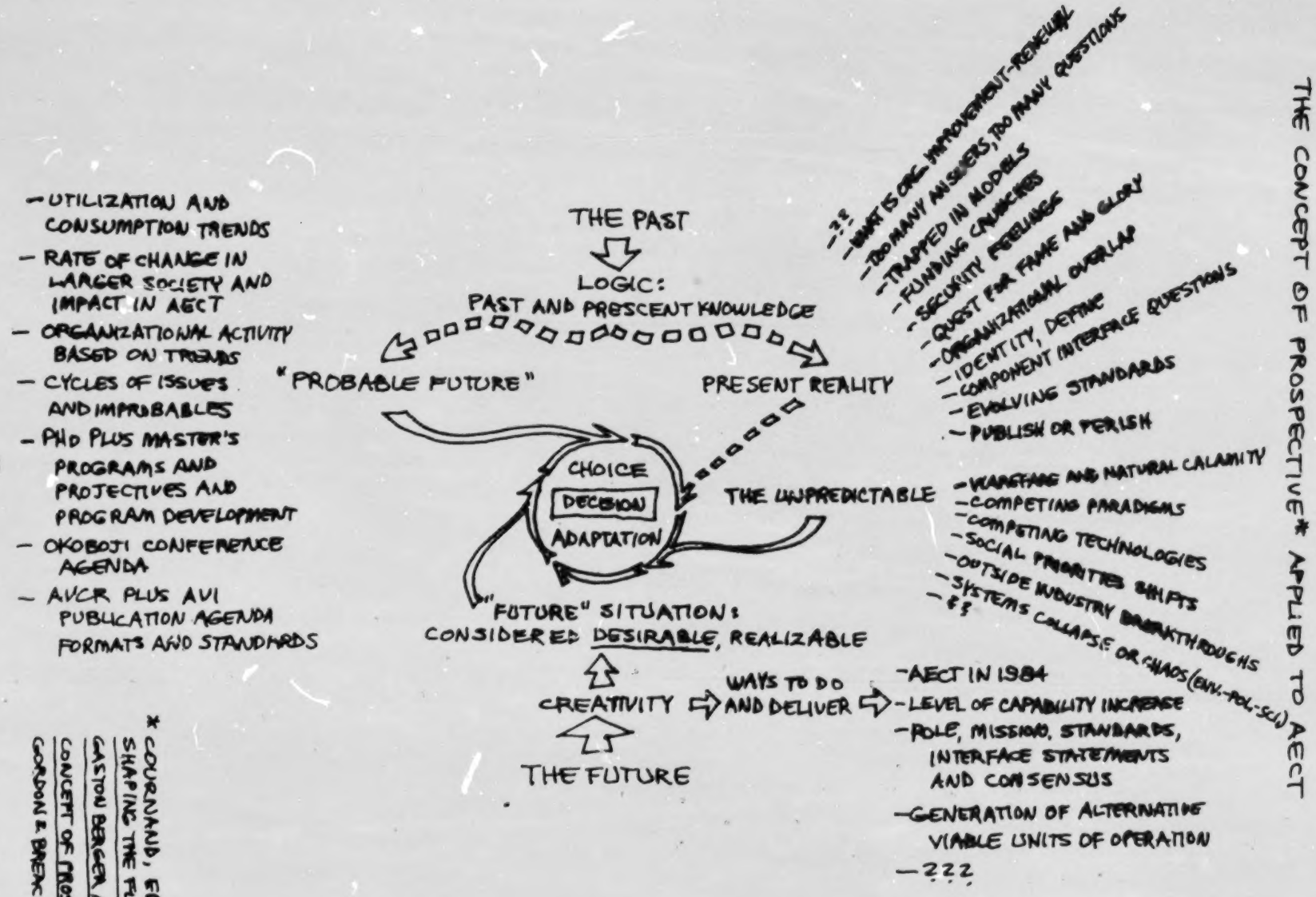
> "Perhaps the essential dimension of future-thinking is that it cannot rely solely upon uni-linear extension into the future of data from the past." (Ziegler, 1972)

This interesting quotation raises many crucial points concerning thinking about the future, particularly in the early stages of such thinking. The first point is that future thinking is essentially different from past and present thinking, and cannot be thought of as simply an extrapolation of current data. Perhaps the most crucial point raised by Ziegler is that we should not necessarily eliminate more traditional methods of investigation completely, especially before we have validated other methods and have developed confidence in them.

The new methodologies of future-thinking are indeed seductive. Brainstorming and group dynamics procedures are valuable in freeing our thoughts from artificial constraints. They are enjoyable group experiences. However, we should not be carried away with the novelty of these procedures.

It is instructive to consider the Piagetian caution that "play," which many creative thinkers such as Einstein, have described as being related to

THE CONCEPT OF PROSPECTIVE* APPLIED TO AECT



* COURNAND, EDITOR, SHAPING THE FUTURE, GASTON BERGER AND THE CONCEPT OF PROSPECTIVE GORDON & BREACH, 1973

(Group 5 report continued)

their most innovative moments, is not undisciplined. Piaget explains that children use play to test out their own rules, in cooperation with those of others. Similarly, we can look at these new procedures of future-thinking as not being entirely undisciplined and conducive with existing, and more traditional, thought processes. The temptation exists that we might fall prey to the seduction of group brainstorming and simulation methods and lose sight of the value of data-based studies as well. After all, often the process of creativity is described as the integration and combination of old and new elements into an innovative whole. (Dean Spitzer)

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METHODS OF FUTURE THINKING

Contextual Mapping - A graphic display of the logical and causal dependencies of junctionally related phenomena. Relies heavily on trends (and trend data) as a beginning point.

Force Analysis - Employs the construct of societal forces at work in predicting future states of a given society enterprise. Involves definition of a set of "events, pressures, and technologies" and predicts the future nature of each force and its future impact.

Relevance Trees - A method of normative forecasting intended to indicate how to reach a desirable predetermined goal or to avoid an undesirable one by directing a sequence or hierarchy of events in pathways to the future. Involves identifying a taxonomy of objectives at differing levels of specificity.

Delphi Technique - A group of related procedures for eliciting and refining the opinions of a group of people. Involves such activities as forming an image of aspects of the future, forecasting the differential effects of alternative policies, and making preference evaluations among alternative consequences.

CROSS Impact Matrix - A method by which the probabilities of interrelated items in a forecast set can be adjusted in view of judgments related to the potential interactions of the ideas being considered. Can be used to consider both the probability of occurrence of an event and the impact this probable occurrence could have on other events.

Ariole - A set of guidelines consisting of a series of decision points. User-determined and situation specific, the technique is readily adaptable to a broad range of concerns within a variety of situations.

Scenario - A well thought-out story about how a possible future state of affairs might occur. Scenarios emphasize qualitative bias, with data inputs processed in a subjective manner.

Decision Matrix - Designed to order "bits" of information and then to combine them into small chunks wherein consequences and implications of the interaction can be judged. The basic format used in the technique is a two factor matrix.

Morphological Analysis - A mode of inquiry which focuses on systematic elucidation of all alternative solutions to a well-stated problem. A series of techniques which forces the inquirer to consider all possible solutions of a problem, thereby minimizing preevaluation and prejudicial judgment as factors in decision making.

Trend Analysis - A set of methods intended to project the state of a social process into the future through treatment of given quantitative information concerning the generalities and particularities of the process. Methods include: trend extrapolation, time sequence analysis, growth analysis, and cohort analysis.

Bayesian Statistics - A method for studying the future which lends itself well to the problem of dealing with uncertainty. The Bayesian approach is amenable to processing alternative possibilities which have no prior beliefs attached. The procedure is concerned with problems of statistical inference and decision in areas of uncertain outcomes.

Markov Chain Theory - A series of mathematical procedures governed by the rules of probability theory. A study of mathematical models of random (empirical) phenomenon.

Monte Carlo Technique - A technique for providing approximate numerical solutions instead of an exact analytical solution to problems in which one or more of the important variables in the decision model is probabilistic in nature. Monte Carlo Techniques have been successfully applied to benefit cost/inventory, forecasting, and theoretical applications.

Informal Techniques - A number of techniques and strategies are developing for use in applying traditional brainstorming approaches to future-thinking. These attempt to build divergent-thinking, both prior to and during the use of more formal methodologies. Labels for these are suggestive and vary, along with alternatives of what can occur. Some of these are: visioning, in which participants are asked to state or dream outloud of what futures may be like; idea chaining, in which the effort is massed to build upon a succession of ideas adding in some direction; alternatives generation - in which participants attempt to expand their considered possibilities by deliberately starting from scratch and suggesting only new ideas previously unstated; divergence building, by consciously attempted to divert the direction of suggestions of possibilities from the previous direction; personal futuring in which participants consider the future in only personal terms.

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GROUP 6: ALTERNATIVES AND VALUES: 1984

COMMITTEE MEMBERS:

Leila Grace Cooper
Dick Gilkey
Dave Graf
Norm Jensen
Paul Marsh
Marilyn Miller
Bob Neely

The Committee members identified themselves with one of the issues of the conference theme, bringing various viewpoints and procedural schemes into the discussion. It was determined that we should attack a number of dilemmas within the parameters of the time provided. This group used an unstructured approach in that no chair was designated. One member was chosen during the general sessions to speak for the group.

For the purposes of this study, these definitions were used by the committee:

Dilemma - a problem seemingly incapable of a solution (without dramatic intervention)

Education for maximization of human potential - learning which enables humans to develop latent energies and to expedite alternatives for the wise use of resources by all mankind

Resources - available means, computable wealth, and reserve sources of supplies both human and natural. Resources can be referred to as renewable, e.g., wood products, or non-renewable, e.g., fossil fuels.

INTRODUCTION

The effects of inflation and increasing competition for tax dollars are the subjects of great attention by articles appearing in educational journals. Evidences of social unrest, of which violence and vandalism are examples, are usurping fiscal resources that otherwise would be used in support of positive educational programs. Pressure continually suggests that the secondary school curricula be restructured. However, even larger social, political and economic concerns emerge as one reflects upon the theme "1984: less than a decade away."

(Group 6 report continued)

Society is facing severe and disruptive social, political and economic changes. This committee fears that external factors may force the changes at a rate greater than society's capability to adapt to them and to assimilate them. Wise choices need to be made in terms of the greatest common good.

Problem solving is not unique to education, but education has within its texture some procedures which can lead to humane solutions of problems posed by these massive changes. We propose here, a dynamic process which advances alternatives and examines values leading to the resolution of a set of dilemmas: for example, dilemmas resulting from the current prediction of the approaching depletion of our natural energy resources. Furthermore, we propose that awareness of a construct leading to a valid resolution of the energy problem can be a model for similar action in helping to solve other major concerns.

Problems which imply crisis situations can lead to collective decisions which, while solving the problem of concern, may create new dislocations even more severe. In sacrificing personal freedoms, groups may inadvertently impose disruptive burdens upon other societal groups, or in the extreme may overturn complete political and economic structures while searching for a solution.

Alternately, out of a sense of frustration, groups may abandon all attempts at solution and allow a condition to deteriorate until the only alternative apparent to them is the search for a person or group which purports to have the only viable solution. An authoritarian solution, no matter how benign the authority, will seldom speak to the needs of the entire society. Often the authoritarian solution is a means of societal control in which certain segments benefit as a result of the sacrifice of others.

In contrast, problem solutions developed through participation by all elements of a society may more fairly distribute obligations, cause fewer erosions to personal freedoms and lessen the liklihood of complete overturn of governing social institutions. However, a legitimate concern about participatory decision-making is the increased time required to reach a decision.

Solutions arrived at through an autocratic process are swift. Democratic processes require two special characteristics--continuing sensitivity to potential problems and a time frame which permits a society to consider options rationally.

1984: LESS THAN A DECADE AWAY

Society faces severe problems. For the purposes of this paper, the group has stated some of these problems in terms of dichotomies. It is important to understand that these problems are not actually dichotomous but rather that society will find that its "best" position will fall somewhere between the two poles of each dilemma. Suitable trade-offs will have to be found in order to permit society to achieve results and at the same time avoid unacceptable forms of conflict between its various segments.

(Group 6 report continued)

It should also be pointed out that the dilemmas posed here are only illustrative of the types of dilemmas facing society (and educators as a change-agent sub-group within society), and the list may only be the "tip of the iceberg." No representation is made or intended that this list is complete, nor are there any relative values implied in the order in which the dilemmas are listed.

How fast are our resources being depleted? Some scientists and other authorities claim that the spiraling increase in the use of resources has outstripped technology's ability to develop and implement replacements for those resources. They feel that even drastic cuts in individual consumption no longer will be adequate because of the skyrocketing numbers of individuals that consume.

How fast can societies, political organizations and economic systems alter themselves into new patterns to accommodate the sudden changes required by impending resource limitations? One can search recent history to evaluate current rates of activity (or inactivity) of present-day political processes. In some governmental groups, change seems exceedingly laborious, in others frighteningly sudden. How are these changes designed and developed? Can they be accomplished in the limited time left?

Shortness of Time vs. Rate and Severity of Social, Political and Economic Change

Resources are being depleted at a rapidly increasing rate. Some authorities maintain that this rate is now exceeding technology's capability to develop and implement replacements for those resources. Governmental process changes occur over a range from "agonizingly slow" to "frighteningly rapid." Can these patterns and institutions change responsibly yet swiftly enough to achieve appropriate and effective goals?

Need to Change Attitudes vs. Societal Resistance to Change

Do individuals have the capability to change commonly held attitudes? Is there a mechanism in social interaction and structure that will permit such changes, without putting such additional strain on society and its resources that violent disruptions will occur?

Non-Negotiable Demands vs. Negotiable Programs

If the costs of essential survival supplies, such as food and heat, increase without an accompanying increase in the ability of a person or group to pay for it, other programs may tend to be reduced to pay for the increase. Examples are programs that some may consider discretionary, such as preventive health care, comprehensive education, etc.

Disposable vs. Renewable

Society now has accepted a concept of materials being disposable--used once and discarded. An attitude has developed that "string-saving" might be slightly eccentric. The throw-away packaging, the appliance or device that

is cheaper to replace than to repair, the product that has a factory-designed life that will expire in a set period of time--all have contributed to this attitude. A changed attitude that embraces a renewable concept of goods will be resisted by many individuals who will be forced to change their activities. The intriguing scenario comes to mind of the manufacturers of containers who, when first proposing the use of throw-away containers, based their promotion on the savings of time and labor that throw-aways would provide, but later fought the return to deposit containers by suggesting that to do so would cause unemployment.

Owning vs. Sharing

Our present society places a positive value upon owning things. This particular approach to goods encourages production of goods at the expense of resources. Each individual is encouraged to possess all the tools, goods, etc. that he or she might ever use, rather than an alternate system of sharing such materials with others. For example, one neighborhood could do quite nicely with two lawn mowers in constant use, rather than with 20 - 30 in use four hours each every month. A re-allocation of human resources, and a reduction in expenditure of other resources would have to be accepted.

Externally Imposed Attitudes vs. Internally Realized Attitudes

Should an action affecting people be directed or imposed by leadership or authority, or should such action be a result of the members of that group internally accepting and encouraging the action? Which will be more effective? We would suggest that the latter will be more readily accepted, but will not be effected until a considerably greater period of time has passed to develop those attitudes. Can educational programs be designed and/or permitted that will encourage certain attitudes to be developed within individuals?

Who Sets the Goals vs. Who Sacrifices to Achieve the Goals Set

Can the democratic (or any other) process set goals of limitation and sacrifice acceptable to all segments of the population affected? If the United States believes in "majority" rule, how willing is the United States to acquiesce to the WORLD majority that may wish to share U.S. resources, or to deny U.S. access to foreign resources?

Unrestricted Urban & Suburban Growth vs. Community Planning and Restrictions

We now see the modern community dweller moving farther away from his or her place of work. We see valuable energy resources being used to transport people to their new homes. Houses are being built on farmland taken out of production. Easily renewable urban residential buildings are lying empty. Houses able to shelter 5 to 8 people are occupied by one person who cannot afford to move elsewhere. How can the needs of society and the needs of the individual be balanced?

(Group 6 report continued)

Political Courage vs. Political Popularity

Can political officials make decisions that they feel to be right even if the decisions are unpopular with their constituents? The reward system - re-election - makes it very difficult for the politicians to make unpopular decisions.

These dilemmas, and others, are part of the challenge faced by our society and the world. The magnitude of the previously identified dilemmas raise the issue of how to deal with these dilemmas.

A SUGGESTED PROCESS MODEL

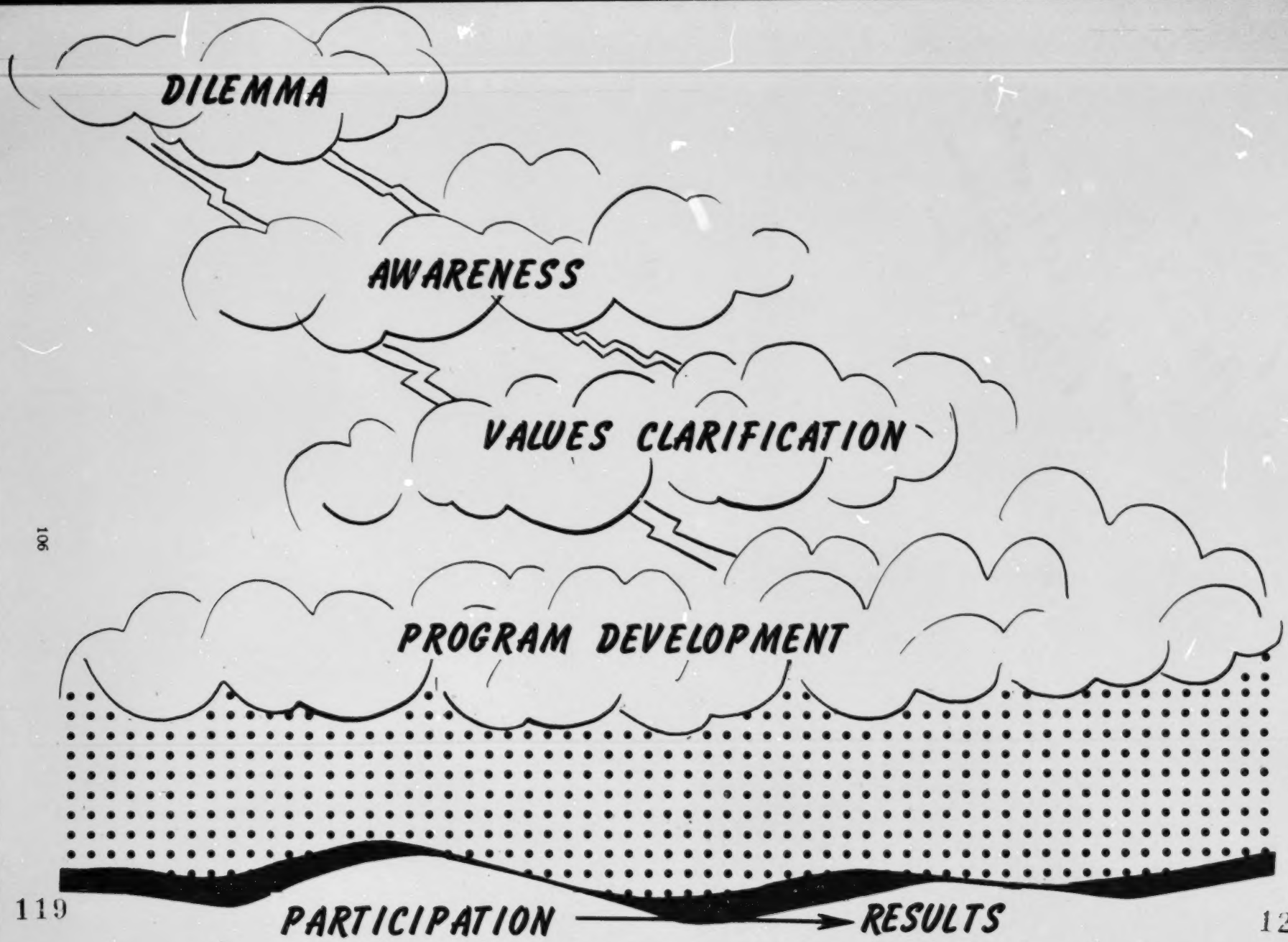
The committee proposes the following process model as a guide for action in attacking problems similar in scope to the example used herein (energy crisis). The model is process oriented and is based on the concept of maximizing human potential.

It is obvious that the people-centered democratic management of any social problem relies heavily upon an aware citizenry. It might be supposed that the strength of citizens' survival reactions are positively related to the degree of awareness of not only the problem, but to the consequences of action or inaction as well. It is suggested that research should be conducted to determine the degree to which the citizen is aware of:

1. The resources limitation situation.
2. The alternatives available.
3. The consequences of choosing each of the several alternative actions.
4. The consequences of inaction.
5. The near irreversibility of action by governmental mandate.

If evidence indicates a low degree of awareness, massive communication efforts should be directed toward:

1. Educating the public with respect to the non-renewability of the fossil energy sources using validated data bases thereby minimizing the perceived limited creditibility of public officials.
2. Informing the public of the rates of resource depletion.
3. Instilling within the public the desire to convert from a throwaway society to one of conservancy.
4. Fostering a sacrificial American energy attitude to make possible the development of the "third world" countries while maintaining a substantially lowered rate of energy usage.


DILEMMA
AWARENESS
VALUES CLARIFICATION
PROGRAM DEVELOPMENT
PARTICIPATION
RESULTS

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(Group 6 report continued)

5. Keeping the public well informed with respect to progress in resource research.
6. Informing the public of the consequences of each of the above.

It is hoped that success in the communication effort will create the demand for and foster the development of new educational programs. In this instance, the public will be likely to insist that resource education be elevated to its proper position in the curriculum.

Values Clarification

The second step in our model necessitates the development and implementation of a program of values clarification. The need for such a program is based upon the opinion that (1) some persons basically do not know what their values are; and (2) different persons hold different values.

Traditionally, teachers, parents, and churches have taken a moralizing approach toward helping others develop values.

> Moralizing is the direct or indirect transfer of a set of values from one person or group to another person or group... it is based on a common assumption: "From my (our) experience, I (we) have come to believe that a certain set of beliefs and behaviors is better than another set of beliefs and behaviors. Therefore, rather than have you go through the pain of discovering this for yourself, and rather than risk the chance that you might come up with a different set of values, I shall do my best to convince you that my (our) set of values is the most desirable for you."[1]

We contend that this traditional model is no longer valid in a world of rapid change, for change elicits critical thinking about values and, hence, new values. New and emerging patterns of values cause individuals to be unaware or at least unsure of their own values. Furthermore, the American Way has seen fit to evolve into a culture of individualism - especially in regard to values.

An alternative to the moralizing approach is a program of values clarification. This process has been described by Raths, Harmin and Simon and consists of sensitizing people (students, parents, etc.) of seven processes involved in the development of a value. These levels are:

1. Prizing and Cherishing
2. Publicly Affirming
3. Choosing from Alternatives
4. Choosing after Considering Consequences

[1]Toffler, Alvin, Learning For Tomorrow: The Role of the Future in Education. (Vintage Books, 1974), pp. 258-259.

(Group 6 report continued)

5. Choosing Freely
6. Acting
7. Acting with a Pattern, Repetition and Consistency[2]

We suggest that a values-clarifying process is but one means to solving the problem at hand. This process is long overdue as a replacement for the moralizing approach in the school. It is consistent with current thinking about community education and adult education programs, and is a workable alternative to the present situation in which the year-to-year values are passed on.

Participatory Planning for New Program Development

New programs are needed at all levels if we are to even begin to solve or resolve issues at hand. The model we are proposing suggests a planning process which is both participatory and anticipatory in nature.

Participation is the key element to any planning process. There is a growing need to involve THOSE AFFECTED in a program in the planning stages. Since our suggested problem - the depletion of the world's energy resources - affects THE WORLD POPULATION, this is a formidable, if not impossible task. Or is it?

Without offering a solution to the problem of getting people involved, we suggest that the awareness program and a program of values clarification, will make this task less difficult. The democratic process dictates that everyone be given the opportunity to be involved in those decisions which will affect them. Our concern is that we avoid the pitfall of imposing any newly developed program upon society.

Where do we begin? To begin in the schools is only a start. In order to reach THE WORLD POPULATION, we need to go further than the schools. Additionally, we need to develop action-oriented community education programs to attack our problem. We need to involve and "educate" entire communities through special interest groups, the schools, adult education agencies, and other community-related organizations.

From here we need to extend our programs to a regional basis and then onto a national and international basis. Only when this process has evolved into an accepted part of the American Way can we begin to make progress.

While major cultural dislocations may occur chaotically, it is hoped that this model may suggest an orderly progression for enormous and inevitable social change.

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[2] Ibid., 264-266.

(Group 6 report continued)

POSITION STATEMENT

Following the hearing at which this report was presented, this committee felt the need to append a clarification. This statement was not brought before the conference.

This committee believes that equal opportunity to schooling for all has to some extent become true for most Americans. Equal opportunity to education for an enriched, rewarding, and rewarded life is still the ideal. At the very time that technology encourages hopes for realization of equal opportunity for education, massive social, political, and economic dilemmas, seem poised to block those hopes.

In our deliberations we have focused on finite energy depletion as a vehicle for asking this question of you--as well as of ourselves: Will we as educators accept the challenge to assume a leadership role in promoting values clarification as well as total educational programs which aim for the maximization of human potential--education for the full release of creative and cognitive powers as well as education for survival?

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RESOURCES

THE ENERGY RESEARCH AND DEVELOPMENT ADMINISTRATION ENERGY-ENVIRONMENT SIMULATOR IS AVAILABLE WITHOUT CHARGE FROM:

Dr. Bryan Valett
Norcus
100 Sprout Road
Richland, Washington 99352

The Futurist, February, 1974.

Kohlberg, Larry, "Model Education in the School," School Review, LXXIV (1966), p. 7ff.

Raths, Louis, Merrill Harmin and Sidney Simon. Values and Teaching. Columbus, Ohio: Charles E. Merrill Publishing Co., 1966.

Toffler, Alvin, Learning for Tomorrow. New York: Random House, Inc, 1974.

Scientific American. September, 1971.

Report of the Joint Committee on Atomic Energy, Understanding the National Energy Dilemma.

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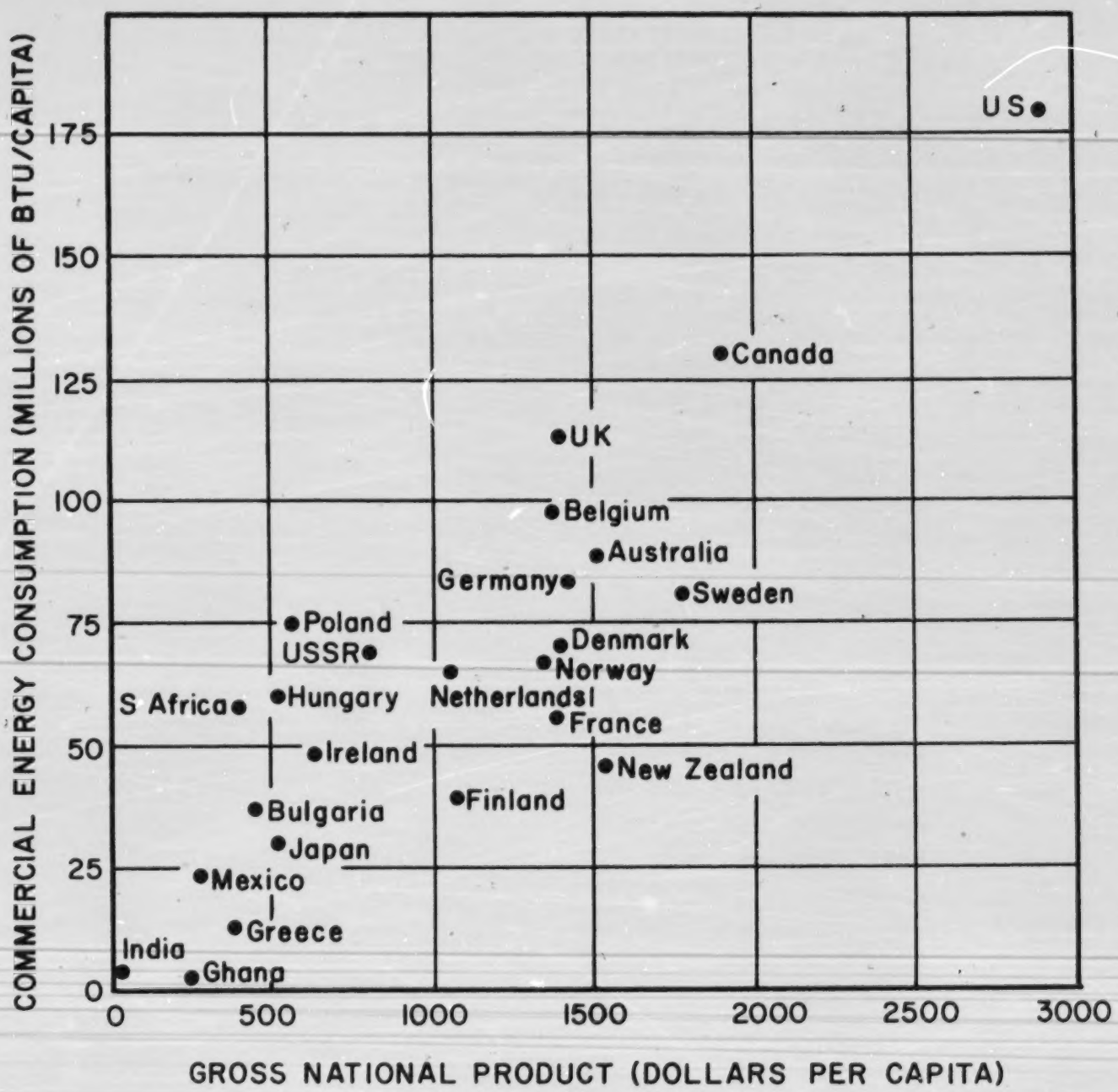
Relating Energy Consumption to GNP

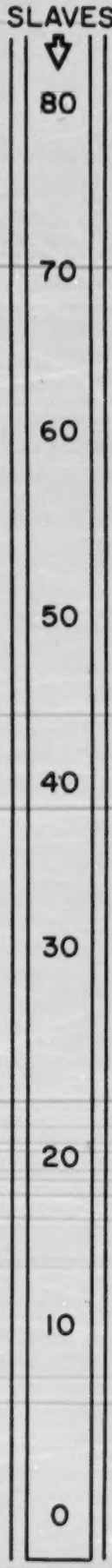


Data from "Energy and Power," Scientific American Magazine, September 1971, page 90.

"SLAVE" CHART

National daily per capita energy use expressed as numbers of individuals supportable by an equal amount of energy as food.

1 "SLAVE" = 2400 large calories



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CANADA

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CZECHOSLOVAKIA

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DENMARK

W. GERMANY

NORWAY

NETHERLANDS

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BULGARIA, FRANCE

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SWITZERLAND

AUSTRIA

S. AFRICA

HUNGARY, NEW ZEALAND

JAPAN

ITALY

ISRAEL

SPAIN

ARGENTINA

CHILE

YUGOSLAVIA

GREECE

MEXICO

URUGUAY

CUBA

IRAQ

TAIWAN

TURKEY, GHANA

BRAZIL, SYRIA, BOLIVIA

INDIA

S. VIETNAM

PAKISTAN

U.A.R., THAILAND

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GROUP 7: MEDIA PROFESSIONALS IN 1984
THE PROBABLE - THE POSSIBLE - THE PREFERABLE

COMMITTEE MEMBERS:

Dan Bonner
Barry Bratton
Hugh Hagaman
Stanley Huffman
Teofila de la Luz
Ron McBeath
Donna McGrady
Bill Oglesby
Nina Williams

INTRODUCTION

The first step in the process of developing this working paper was the decision of the participants to work on this general topic. After a brainstorming session, a large number of variables which affect the media professional's roles were recorded. These variables were seen as being influenced by such major external forces as the community, government, parents, technology, business and industry. Internal forces which affect the variables would include teachers, administrators, and students.

Three general situations were regarded as resulting from the way in which a media professional would handle the variables. The "probable" situation was seen as that in which the media professional was considered as a "reactive" person who does little to change the nature of the variables or forces. The "possible" situation depicts that in which the media professional was considered as a "proactive" person who takes steps independently to set up programs and attempts to change the nature of his responsibilities and services

(Group 7 report continued)

for the good of learners and education. The "preferable" situation was seen as one in which the media professional became a "transactive" person who sets out to work with the variables and influence the external and internal forces in such a way that they could be transformed from forces into resources.

In the matrix outlined herein, the fourteen selected variables were examined in relation to the categories of "probable," "possible," and "preferable."

Several assumptions underlie the statements which were generated and placed in the matrix. Among these: that technology is a constant and major force bringing about changes in society; that, as we move into a "man/machine systems world," professional educators have a significant role to play in educating people to live and grow with, not under, technology. It is further assumed that the preparation of media professionals will be adequate to meet the challenge.

(Group 7 report continued)

VARIABLE	PROBABLE	POSSIBLE	PREFERABLE
General Perception of Media Program	Viewed as gadgets and delivery systems; enrichment devices; materials from commercial sources; beginning awareness of technology as a process.	Limited acceptance of educational technology as a process; expanded use of sophisticated delivery systems; acceptance of local production to meet specific learning needs; movement from instructional enrichment to learning resources.	Acceptance of educational technology as a process based on validated theories of instruction; an integral component of a total learning system; extensive use of appropriate delivery systems; extensive local production to meet specific learning needs.
Concept of Self	Custodians and distributors (and in some cases guardians) of materials; feelings of frustration through under-utilization and being viewed as ancillary persons.	Growing awareness of ways to implement a broader range of services in the educational process.	Involved in the systematic development and implementation of instructional programs.
Role of the Student	Predominately a passive learner; trend toward allowing student to select from pre-determined alternatives for learning.	More active learner; elects his own alternatives for learning; has an interest toward learning experiences which lead to self-actualization.	More involvement of student in setting his own goals and alternatives for learning, according to individual readiness levels; further progress toward self-actualization.
Role of the Teacher	Provider of information; emphasizes content; trend toward token involvement in the decision-making process.	Decreased emphasis on content with concomittant emphasis on facilitation; negotiator for instructional improvements; becomes involved in the decision-making process.	Manager of learning; administrative commitment to use teachers in decision-making process for instructional improvements; humanizer of learning.

(Group 7 report continued)

VARIABLE	PROBABLE	POSSIBLE	PREFERABLE
Role of Parent	Continues to release to schools responsibility for the nearly total education of the child; continues to contribute to schools in a piecemeal manner without getting involved in the program.	Differentiates between educational and parental responsibilities to the child.	Through involvement, helps develop a partnership among parent, child, and school in establishing appropriate responsibilities for learning outcomes.
Role of the Educational Institution in the Community	Depository for children and young adults; physical facility for certain community functions; viewed as the agent responsible for total growth of child; physical location for the elite in higher education; reassessment of post-secondary education.	Recognition that the school is an agent to bring about learning; movement toward the community school concept; awareness that the school and home share the responsibility for the total growth of the individual; the utilization of public libraries and telecommunications as vehicles for post secondary education.	Concerted efforts to bring together the formal and informal agents responsible for the total growth of the individual and delineation of the roles that each contributes; post secondary education to be geared to individual and community needs.
Strategies for Learning	The design of instruction continues as experiential, experimental, and intuitive; diverse personnel contribute to instructional design.	Greater acceptance of principles of systematic design of instruction.	Utilization of systematic approach to the design and implementation of instructional programs; adequate professional and support personnel to implement the program.

(Group 7 report continued)

Instructional Materials	The use of a variety of print and non-print media; increased momentum of translating more disciplines into visual modes; continued adoption of print media; courses dominated by print materials.	Appreciation for styles of learning and attendant need for appropriate media; identification of a wider scope of media suitable for adoption.	Print as a major means of recording and transmitting knowledge; opportunity for learners to interface with a full range of media; both print and non-print media included in adoptions.
Learning Environment	Continue to view the learning environment as a physical facility; gradual acceptance of concept of lifelong learning.	The acceptance of the extension of the learning environment beyond the physical facility; emphasis on the acceptance of the concept of lifelong learning.	Acceptance and implementation of the concept that learning is a continuous process which is lifelong and is not limited to a physical facility or geographical location.
Media and Delivery Systems	Continue to adapt technological innovations to help meet educational needs in a piecemeal manner; considered an "add on" instead of a basic necessity; more products available for selection for educational purposes.	Some degree of recognition that technology is a process as well as tools; financial support may become more related to program needs.	Selecting and integrating effective processes from technology to meet learning needs; more emphasis on developing technological products to meet learning needs rather than relying upon adapting learning to available technology.
Institutional Management	Fuzzy goals; autocratic organizational structure with some allowance for decentralization of power; physical growth syndrome; perceiving educational institutions as more than physical structures.	Long-range planning resulting in an attempt to define goals and objectives; increased decentralization of power; perceiving educational institutions as non-geographic entities.	Coordinated efforts to meet defined goals and objectives; participatory decision-making; shift from physical growth syndrome to quality learning; the emergence of educational institutions as life-long learning systems.

VARIABLE	PROBABLE	POSSIBLE	PREFERABLE
Accountability	Quantitative evaluation by administrators based on transactions; an awareness of other types of evaluations related to learning outcomes but limited in practice.	More emphasis on providing alternative ways of improving the quality of education.	Shared responsibility for accountability among clients, community and educators; self-directed accountability based on needs assessment; increasing accountability among professional associates; more emphasis placed on being accountable to the client and the community based on planned roles and objectives of the school.
Research	Continuation of comparative research.	Slight change in research to focus on various means for improving learning outcomes.	Direction of research changes to examine both objectives and strategies in terms of improving learning outcomes; some research applications.
Professional Associations and Agencies	(Associations) Provide journals and other mediated presentations; sponsor workshops and seminars; have task forces to deal with governance and programs; attempt to influence federal legislation.	Awareness that these groups could become the accreditating and certifying agency for the field; movement toward developing affirmative action programs and sanctioning.	Coordinated approach among related professional agencies for developing and monitoring practices in the field.
	(Accreditating Agencies) Continue to use the same instruments now in existence.	Develop precise instruments for measuring qualitative standards of media programs; recognition of minimum standards for the availability of non-print media.	Introduce student performance as one criterion for accreditating media services of a university.

(Group 7 report continued)

Professional Associations and Agencies (continued)	(Certifying Agencies) Continuation of state certification plans for media; course hours earned continue to be the basis for certification.	Emergence of professional associations as an agency in the certification process; define competencies for certification.	Certification to be awarded on the basis of competency.

(Group 7 report continued)

CONCLUSION

This working paper has attempted to outline ways in which media professionals can approach changes in education. We can decide to (1) accept the status quo, (2) take actions in a piecemeal way, or (3) concentrate our energies on working with other interested parties in implementing changes in a planned and responsible manner.

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GROUP 8: SURVIVAL STRATEGIES 1975 - 1984

COMMITTEE MEMBERS:

W. Edwin Erickson
Ed Payne
Robert E. Stephens
Shmuel Larry J. Wahli
Ralph L. Whiting

In 1971, William Oglesby speculated that one of the reasons why audio-visualists have resisted cooperation with librarians is the feeling that our job security is threatened. We are even fearful of the extinction of the AV man. The survival of the media professional is the concern of this committee.

Media Programs: District and School, published jointly by AECT and ALA, attempts to encourage the broader outlook of curricular involvement by media professionals. While not overlooking the need for AV managerial and production expertise, it encourages ways and means for promoting a rich and varied curriculum. For, as Dr. Bernard Franckowiak believes, school media programs need to be strongest near the student; that the need is to have resources and services close to the students and teachers. This closeness is not only that of physical proximity, but of integrated involvement within the curriculum.

One strategy mandates that media professionals become involved in accountable instructional design. Premise: In order for some media professionals to remain viable in their jobs by 1984, they must be perceived as valuable to the growth of students' learning. This can be accomplished by becoming involved in instructional design that is accountable for growth in students' learning: "...now is the time for the media professional to take active charge and control of the growth and direction of his future!"[1]

Media professionals have recognized the need to grow in this area of expertise. A good media leader has the ability to: "Translate purposes into a plan to 'get there', working with colleagues..."[2]

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[1] "Accountability and the Media Professional," Lake Okoboji Educational Media Leadership Conference, 1971, p. 40.

[2] "Leadership Development for the Media Profession," Lake Okoboji Educational Media Leadership Conference, 1972, p. 119.

(Group 8 report continued)

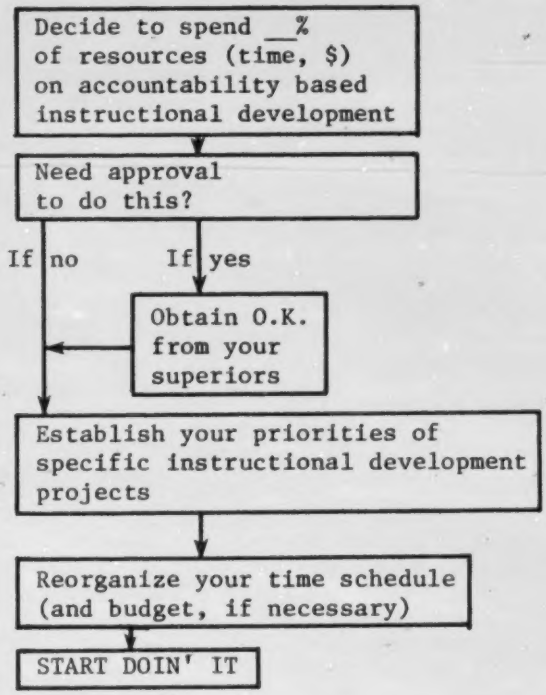
In addition to admonitions such as the one mentioned, we have many models available to choose from in order to implement our accountability based efforts:

Evaluative approach: 1. Design; 2. Installation; 3. Process; 4. Product; 5. Program comparison.

Developmental approach: A. Define opportunities; B. Analyze setting; C. Organize management and resources; D. Identify objectives; E. Select components; F. Construct prototype; G. Operate the prototype; H. Analyze data; I. Decision: Implement/Recycle.[3]

In spite of the admonitions and available models, many media professionals are not working in instructional design or development that is accountable for the learner's progress. In 1975 the media professionals in Minnesota's post secondary educational institutions spent four percent of their time working in this area. So how do we 'translate purposes into a plan?'

Let's focus on this one step. Consider this model:



[3] "Accountability and the Media Professional," Lake Okoboji Educational Media Leadership Conference, 1971, p. 49-51.

(Group 8 report continued)

Now to focus on the last box. The participants of the 1975 Okoboji Conference stated in response to a questionnaire that they use the following mechanisms in becoming accountable for the growth of student learning.

1. Individual faculty consultations (including getting to know the faculty member's hobbies, philosophy, temperament, etc. from his or her colleagues, students and in casual conversations with the faculty member.)

2. Faculty workshops.

3. Newsletters, pamphlets, etc.

4. Discussions and questionnaires administered to students and faculty.

5. Evaluate examinations to determine problem areas.

6. Make a sound-slide set promoting this activity.

7. Conduct new faculty orientations.

8. Simulations.

9. Administrative rule.

A second strategy is the assessment of student needs which includes the consideration of the perceptual strengths (or weaknesses) of the learner. Dunn and Dunn see some learners achieve by listening (auditory learners), seeing (visual learners), touching (tactile learners) and others through whole-body involvement (kinesthetic learners). The assessments of the individual and group needs can be accomplished (as suggested by the conferees of the 1975 Okoboji Conference) through rap sessions, consultations, clinical reports, role playing, analysis of community needs, parental input, test evaluations, questionnaires, personal observations, and through the follow-up of alumni surveys. Through the assessment period the faculty and the media professional are able to determine the skills, abilities, interest, learning styles, motivation, goals, rate of learning, self-discipline, problem-solving ability, degree of retention, participation and other strengths of the learner. These must then be considered in the design of the instructional process which the media professional will develop and integrate into the curriculum through the cooperative efforts of the faculty. 1984 viable media professionals will join hands with the faculty in becoming learning facilitators, guides, consultants, prescribers of learning resources, and evaluators of the learning process. It is through this process that the real, direct impact of the media professional can be felt.

A third strategy considers the media professional's ability to integrate media into the curriculum. Dunn and Dunn see...the media professional moving to become (a) a diagnostician of curriculum, (b) a prescriber of resources and (c) a guide to the effective use of technology. Hence during the years ahead we will be changing from supplementary support personnel to a primary source of instruction.

(Group 8 report continued)

Strategies for integration of media into the curriculum involve the media professional initiating accountable materials for the academic communities. This should be a prime aim of commercial producers as well as the local media staff. The media person will need to set priorities for curriculum involvement. Again, the conferees of the 1975 Okoboji Conference perceive the "how to" of integrating media into the total curriculum through: determining objectives; developing accountable materials for each concept existing in the curriculum; stimulating discussion and questions pertinent to the concept; providing related and branching media resources; and through evaluation. Essentially we are matching a given learning strategy with accountable media. In-service workshops, working with faculty on a one-to-one basis, obtaining administrative support, developing curriculum labs, establishing personal and social contacts with the faculty, becoming a member of the curriculum committee, and outlining rules for new and upgraded courses will be strategic moves for the media professional. Our involvement in integrating media will be directly related to our close participation and cooperation with all human and technological resources available to us.

A fourth strategy is the identification of media competencies. The November 1974 issue of Audiovisual Instruction listed areas of responsibility of the media professional as (1) Media Management, (2) Media Product Development, and (3) Instructional Program Development. The number of competencies in each generalized area of responsibilities were determined for Media Specialists (Media Professionals) and Media Technicians.

William Prigge's analysis of these competencies indicated that much of what the specialist does can also be done by the technician in the area of Media Management. For Media Product Development the only clearly delineated sub-responsibility is in Media Design. Only in the responsibility area of Instructional Program Development are the tasks of the specialist clearly his own and not that of the technician. Media Design can also be considered a part of ID.

The Okoboji Report of 1972 listed human competencies as:

1. Ability to work with others and in a system.
2. Ability to be a change agent.
3. Ability to be an organizer of people.
4. Ability to communicate.

Technical competencies were listed as:

1. Ability to measure the degree of success in attaining stated goals and objectives.
2. Ability to organize and distribute information through various communication techniques.

(Group 8 report continued)

Conceptual competencies were listed as:

1. Ability to study interrelationships.

2. Ability to measure progress.

3. Ability to review policies and procedures.

There is the belief that a changed perception of the media professional's role is a strategy for being viable in 1984. Others believe that the perception of the media professional's role will change simultaneously as the media professional implements the above strategies.

Conferees at the 1975 Okoboji Conference completed a questionnaire on the recommended roles of the school library media specialist in 1980 which was developed by Dr. Margaret Jetter. The following is a list in rank order of the roles assigned by the responses of the Okoboji participants.

1. Project role of facilitator and helper, rather than of custodian and gate-keeper.

2. Help teachers to evaluate and modify existing resources to meet specific needs of learners.

3. Initiate, design, and implement appropriate procedures for evaluating media services in terms of cost effectiveness, value for learner, value for teacher, and need for improvement.

4. Establish the school library media center as the bibliographic control center for the school by providing bibliographies, catalogs, and other locational tools to permit access to all available information and resources.

5. Help teachers design instructional resources which are consistent with valid learning theory and which meet learners' needs.

6. Accommodate the individual learning styles and abilities by providing an appropriate number and variety of instructional and informational resources.

7. Convert needs-assessment data into programs of relevant and effective services.

8. Demonstrate that technology can be employed for humanistic purposes.

9. Provide appropriate raw materials, necessary tools and equipment, and ready access so that teachers and learners can use them to create and to learn.

(Group 8 report continued)

10. Identify and acquire instructional resources in all formats which are appropriate to implement the teaching/learning goals of the school.

11. Be alert to new instructional resources, new ways of using resources for instruction, and new sources for obtaining media and media services.

12. Assess the information and learning resource needs of the several constituent populations of the school and community.

13. Fit the goals and purposes of the school library media center to those of the school and community by including parents, teachers, administrators, and students in policy determinations and planning activities.

14. Plan instructional facilities that permit activities implicit in behavioral, developmental, and interactive theories of learning.

15. Become knowledgeable about the implications of media for learning, both in school and out. Use this knowledge with teachers to develop curriculum.

16. Help teachers develop flexibility in teaching styles by providing alternatives (options) in resources and by assisting them in the selection of appropriate alternatives for specific purposes.

17. Evaluate the effectiveness of learning experiences, especially the contribution of media to the learning.

18. Stimulate the effective and creative utilization of media to enhance learning by helping teachers relate appropriate learning theory, behavioral objectives, and instructional purposes to their selection of media to meet specific learner needs.

19. Make joy a part of the scene.

20. Seek opportunities for self-education, especially in the areas of technology and new educational developments.

Other recommended strategies which may be developed by the media professional include:

1. Showing concern for learning. Be leaders in "alternative" movements, (external degrees, community resource centers, and citizen information networks.)

(Group 8 report continued)

2. Applying our expertise in defining, clarifying, and improving communication in many different types of organizations in society--including governmental, professional, and societal types.

This committee recommends that media professionals should individually:

a. Continuously update skills.

b. Be actively involved in state affiliates as well as AECT.

c. Have membership and involvement in other professional associations. Take opportunities to work with those bodies who share these strategies as being viable to our future, thus adding political and organizational weight in facilitating role change.

d. Publish in other journals and newsletters outside of instructional technology.

e. In order to insure excellence, delimit areas of involvement in AECT and state affiliates instead of becoming involved in broad based activities.

The media profession as a group should:

a. Support and promote inclusion the North Central Association's Instructional Technology Inventory by other accrediting agencies.

b. Continue the NCATE workshops for training evaluation team members and seek similar relationships with regional accrediting agencies.

c. Develop a list of outstanding resource personnel in each region available to any group in that region to supply effective tools, resources, and techniques for the implementation of instructional technology.

The Okoboji Conference Report of 1974 discussed two hindrances to the development of our future roles in instructional development--"the lack of consistency in terminology" and "definition of roles." This committee views such a consideration as a cop-out to change rather than as a hindrance in itself. Yesterday's terminology and past role definitions must be analyzed and, when necessary, buried if they are in any way a hindrance to the implementations of the above strategies for survival in 1984.

(Group 8 report continued)

CONCLUSION

The role of professional media personnel in 1984 must exhibit abilities of (a) accounting for growth in student learning, (b) assessing students' needs, and (c) integrating/designing media into the total curriculum. Hence the role of the media professional in education will shift from "administrivia" to problem-solving and viable decision-making which will provide for a quality utilization of media, and effectively assist the learner in achieving specific goals. Media personnel will become scientists in testing and designing accountable materials to hit targets in the learning process. Through the efforts of instructional design, experimentation, implementation and evaluation of such accountable materials the role(s) of the media professional will change itself and simultaneously change the perceptions regarding media personnel held by peers, faculty, administrators and students.

A viable 1984 role in educational media will be accomplished as one diagnoses the present, and plans strategies for the future. A diagnosis of present duties will include (a) the time you can devote to change, (b) the available avenues you need to develop to facilitate change, and (c) the direction you must take during the next nine years.

We trust that the above report will provide that direction for change. The above strategies are not merely speculations about our roles in 1984, but planned procedures determined by analyzing where we are today, where we want to be in 1984, and how to get there. The media professional must become a proactive participant able to make the future happen.

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REPORT BY BILL BURNS TO THE IEMA BOARD OF DIRECTORS
October 17, 1975 - Des Moines

21st ANNUAL LAKE OKOBOJI EDUCATIONAL MEDIA LEADERSHIP CONFERENCE

August 18. Leave Cedar Rapids. Highway 30 West. Ames. Lunch. Interstate 35 North. Fort Dodge. Pocahontas. Spencer. Milford. Lakeside Lab. Welcome! Check in. 5:30 p.m. Old cabin. Bunk. Blankets. Sheets. Towels. Unload. Clang! Dinner. Fantastic. Hellos. Instructions. Bill Oglesby. Sing. Ray Muston. Planning Committee. Barry Bratton. Sue Storm...Others. IOWA COMMITTEE. Get acquainted. The Future. Instructional Technology. Man-machine presentation. Dispensary. Sleep...little. Bed Short. Cool. Hot. Humid. Beautiful. Rain. Thunder. Wind. Lightning. Hail. NO lights. Meetings. Agendas. Large groups. Small groups. Decisions. First group...no Second group...Yes! Privacy. Decisions. Corn-eating contest. Singing. Music. Hilltop. Dancing. Golf. Petals-around-the-rose. Ping Pong. Volleyball. No sleep. Talk. Silence. Food. FANTASTIC. Steak. Arnold's Park. Prairie. General Sessions. Mahan Hall. Mornings. Afternoons. Evenings. Discuss. Read. Write. Research. Type. Re-type. Record. Transcribe. Edit. Re-type. Publish. "Education for the Whole Child." Finished. Lee & Lida. University of Iowa. AECT. "Blabbermouth." Jan Cureton. ECT Auction. Final meeting. Reports. Elections. Auld Lang Syne. Goodbye. Check out. 2:00 p.m. Exhausted. Pocahontas...sleep. Rest area...sleep. Marshalltown. R & R. Cedar Rapids. Home. August 23.

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To help the Planning Committee prepare the opening activities of the Conference, each delegate was asked to respond to three questions:

a) What do you perceive life and society will be like in 1984?

b) How will your role as an individual be different in 1984?

c) How will your role as a professional be different in 1984?

LUCY AINSLEY (Michigan)

Since we are searching for tentative answers and direction, my concerns are reflected in several questions.

Life and Society -- A mere decade will probably not effect social patterns significantly. However, if past history is indeed an indicator of the future then the past two decades lead me to these issues:

1. Nationally, is there a socialistic political-economic system evolving (growth of unionism; demands for economic equality, etc.)?
2. What will happen to individual incentive and growth if socialism does prevail?
3. What changes must be made in life styles due to increasing interdependence of nations (Global Village; energy needs; food resources, etc.)?
4. Will the trend of highly educated persons having fewer children diminish our intellectual resources and leadership potential? or create a small elite?
5. Will the changing national economy, coupled with technological advances, result in a substantially shorter work week with more leisure time? or a selective work force?
6. Due to increasing longevity, how will we meet the needs of proportionately more senior citizens?
7. In a highly mobile society, must the basic family unit become more structured or will another social institution meet the human need for security?
8. Will the growing concern for humaneness, individual choice and research into "inner-space" (human potential and parapsychology) continue, resulting in new social values and ethics?

Role as an Individual -- I would hope social and professional changes occurring in the next decade will permit the following:

1. More leisure time -- to read, think, write, experience, create -- grow as a human being.
2. Fewer social constraints and expectations -- redefined social values allowing flexibility for both sexes and all human beings.
3. Greater social involvement -- opportunities to influence a better quality life for society.

Role as a Professional -- Unfortunately my present role and training is somewhat narrow (I. T. - Library - Media) within the more general field of education. In public education, Media personnel continue to be perceived primarily as "providers-of-things" rather than professionals to be involved in educational planning and processes. Thus, I am likely to pursue a Ph. D. in curriculum and administration, seeking answers to the following questions:

1. What should be the primary goals and functions of the educational system? training? indocrinating? educating?
2. How can we best structure the educational experience, using learning theory, technology and humaneness as our tools?
3. Will education reflect or form societal values?
4. What is the best method to encourage "life-long learning" and realization of the human potential?

EUGENE AIST (Missouri)

Life and society in 1984 will be different from now just as life and society of today are different from that of 1949. Solutions to many of the problems of today will have been formulated and tried via both technological and sociological means, and changes will have resulted accordingly. There will be new problems for which solutions will have been sought, and from which new changes will have come. Life will be more technologically dependent, but so will man be more sociologically independent. Such has been the trend; it will continue. Since 1984 is only nine years away, I see little reason to expect severe changes in the basic themes, conduct or structures of either life or society at that time, although changes affecting certain specific aspects will remain rampant.

My role as an individual in 1984 will not have changed significantly, save for that brought about by the changes in life and society suggested above. I will perform specifics according to a different set of rules, but the game of life will have changed little. Technology will play a greater role in the ways and means by which my life is conducted, but the essentials by which I conduct my life and the things I deem important for which I conduct my life will not significantly change in the next nine years. My role as an individual in 1984 will be for the most part not unlike that of today.

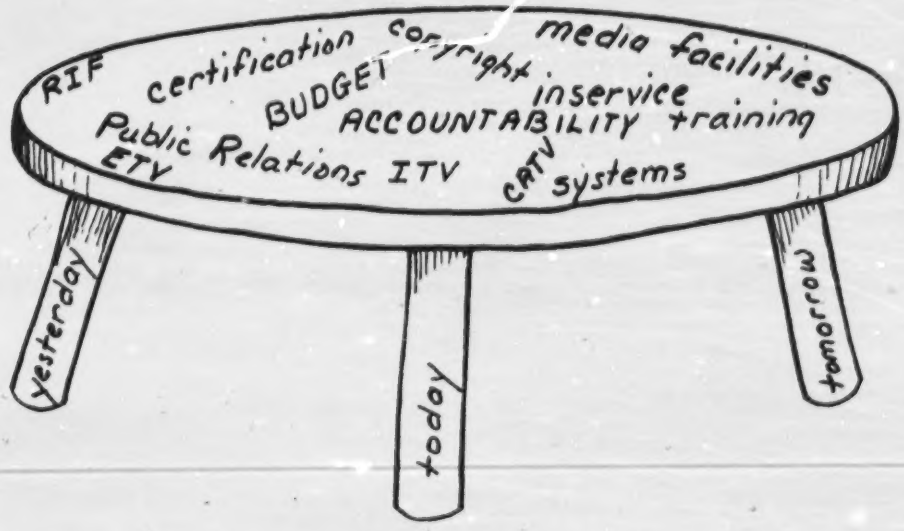
The greatest potential for change by 1984 is in my professional life. But, this potential will have been realized to even a lesser degree than with other aspects of life. Technology will exist by which educational accountability could be a reality; by which instruction could be prescribed which would meet individual needs of students in a highly specific manner, etc. Though technology will offer even greater possibilities for education in 1984, it will remain under applied; its potential scarcely tapped. Technology will continue to advance, but the acceptance of that technology will advance at lesser proportions. Thus, the gap between what is possible and what is being done will increase, and I will be fighting much the same old battles. Change in education has always been slow. Though the potential for change will be greater in 1984 than it is now, nine years is insufficient time to expect well established trends to reverse. In general, education of 1984 will remain the most unchanged facet of life and society.

RICHARD G. BEDARD (Massachusetts)

To attempt to look into the future without first assessing where you are, how you arrived and from where you came is folly. Therefore, we must broaden our outlook of the theme to: "WHERE WERE WE ---- WHERE ARE WE ---- WHERE WILL WE"

Perhaps a better approach would be: YESTERDAY, TODAY & TOMORROW with the emphasis on the tomorrow (1984--A Decade Away) but only after investigating the yesterday and today.

The three-legged stool seems to be a good analogy. The seat (our concerns) will not be stable unless supported by all three legs (Yesterday - Today - Tomorrow).



BARRY BRATTON (Iowa)

Life and Society in 1984: With less than nine years separating today and 1984, I expect to see few basic changes occur in life and society in this period. To be sure, certain trends now underway will continue, such as, shorter work weeks, increased leisure time, lower birth rates, concern for the aged, pollution and the environment, etc. However, the basic fabrics of life--the nature of personal, professional, economic, religious and political relationships--will undergo insignificant changes by 1984. The sad note is that, as a mirror of society, the educational system will also witness few changes. There will still be the challenges of individualizing the curriculum, instilling innovative teaching technologies and focusing on process versus content.

My Professional Role in 1984: Again, within such a short span of years, my professional role will continue along established paths as opposed to exhibiting drastic turns. I will continue to grow and learn the skills of change agentry, of organizational and administrative development and of personal growth. I expect my role to expand within my adopted institution (wherever it may be) as well as with other organizations and associations both within and outside education.

My Personal Role in 1984: This is a most difficult role to predict. If the events of the past decade are a valid indicator of the next nine years, it is nearly impossible to predict the developments of my personal role to 1984. I can only hope that I will learn to be more tolerant, to listen with an unbiased ear and to appreciate the efforts of those around me who sincerely work to bring about a better world.

WILLIAM BURNS (Iowa)

This 1975 Lake Okoboji Educational Media Leadership Conference theme engenders within me a mixed bag of feelings - some frustrating, some frightening, some enthusiastic, and some hopeful. The frustrations come from an awareness that the problems and concerns of this world are much more expansive and accelerating than I have capabilities of solving. The fears reside in the realities of society's inhumanity to its people and its misuse of its resources. My enthusiasm is awakened when new technologies and techniques of peaceful coexistence and human growth potential are developed and/or implemented. I also find new encouragement in the depth and meaning of expanding human relationships and excitement over my own future's unknowns. Hoping is related to my idealism that regards problems, large or small, as opportunities and looks for the good in people instead of harping on the worst.

When I attempt to project my perceptions into the future, and 1984 specifically, I would list the following prognosticatations as indicative of life and society hence:

1. increased systems of mass transportation
2. elimination of some of our major debilitating and dreaded diseases
3. further trend toward urbanization
4. increased need for deeper human relationships as existent relationships will be characterized by growing non-permanency
5. major changes in the directions and purposes of education with greater degrees of facilitation characterizing the role of the educator.

While I can engage in a process of crystal balling the future I really don't believe the future can be known, with the possible exception of my own mortality and its inevitability. I think that when I plan for the future I should not decide what I must do tomorrow. Rather, I must decide what to do today in order that I might have a tomorrow.

It is most difficult for me to separate my future role as a professional from that as an individual because each is so much a part of the other. Due to my own growth, both personally and professionally, I would hope both roles would be different and would encompass new vistas that I have as yet not touched nor explored. Whatever that future brings, due in part to my own making, I hope to administer, teach, mediate, counsel and love. And may there be blue skies, clear and clean water, fresh and healthy air to breathe, birds singing and fish swimming, children laughing and learning and people happy but still searching for their own individual utopias.

LEILA GRACE COOPER (South Carolina)

Although I would hope life and society in 1984 would be geared to a slower pace and a little less hectic than now, I fear more of a "pixillation" effect! Many times we find ourselves having to make decisions without having ample time for satisfactory evaluation and reflection.

Economics will continue to control much of the rates of all changes everywhere and the development of new technology and means of communication. People are becoming much more conscious of values in their personal lives, the need for religious beliefs, and open social interactions. The worth of the individual must not be obscured by the overall fulfillment of society's needs.

Man's basic physical and spiritual needs are much the same as centuries ago. Dependency upon others to fulfill some of these needs is increasing.

My role as a professional will probably not change radically in the next nine years. I foresee increased responsibilities in the areas of guidance and consulting services which are constantly changing to meet present needs. Education should teach survival in every sense of the word. We are not doing that now. How far we will go by 1984 may be determined by pressures exerted from without.

JOHN CORSO (Indiana)

Technological advancements in automation in business and industry will encourage the trend toward shorter working hours, longer vacation schedules, and earlier retirement options. The result will be more time for leisure and recreational activities. I see a de-emphasis of specialization in the higher education institutions. This, coupled with the already geared up mediated training and continuing education programs being provided directly by industry for its employees, will effect the type of training media people will receive at the university. Specifically media training will give emphasis towards the special needs of industry. There will be a re-newed thrust of federal funds being directed into the public schools. The shift, however, will be from the funding of media orientated projects, towards that of providing funds for personnel, consultants, aides, etc... Current fiscal and energy restraints which we are now experiencing, will leave an impact on today's youth. This impact will affect their demands and expectations of government, education, and industry. The consumer in 1984 will be more demanding of an accountability from producers of both services and products, than we are today.

I see myself as being more involved in local community organizations and activities. I believe the moral, economical, and environmental problems which our country is presently facing, will cause Americans to be more vocal as citizens, and more persistent in demanding quality than we are today. I see more involvement with my own family. Organized play has peaked, and family orientated activities are regaining in popularity. The special needs of one of my four children, who will be in his mid-teens by 1984 will be quite demanding of my family's time and energy.

My professional responsibilities are already changing. I am continually more involved in curriculum development, media development (local packaging) and program evaluation. As educational institutions incorporate accountability systems, more administrators will be re-evaluating staff performance. Media professionals may be replaced by aides that are trained to handle those media tasks that are presently being performed by many media professionals currently in the field. Our media professional constituents with skills and responsibilities only in dissemination of materials and equipment, basic selection responsibilities, and simple utilization will be unemployable. However, those media people that remain will be consulting and making administrative decisions at a higher level than they have before.

J. L. DEBES (New York)

1984 is only 8½ years away but by then the first generation reared on TV and movies will be 30 plus years old and the second TV generation will already be entering our schools. There will be 20 million fewer people in the world who can be called literate verbally and 200 million more people in the world who are literate visually. In the United States there will be several million who are illiterate verbally but few who will be illiterate visually.

All the young turks in the business of communication and in government will have been raised on TV and movies and all communication and government decisions will reflect their relative lack of confidence in words and their relatively greater reliance on and expertise with visual communication.

World-wide but especially in the United States, the tremendous and growing appetite and need for visual communication will exert such pressure for more facile, less expensive and more personal ("cuddly") visual technology that there will be dozens of systems and devices on the market or being readied for market. World-wide, the omnipresence of a satellite facilitated flow of visual and audial information, the availability of "films" through international "library" systems, increasing flood of small scale more "personal" visual communications will internationalize people at a more rapid rate. World-wide, young people will be increasingly better informed and an increasing and predominate percentage of what they know, and believe, will be acquired outside of schools and colleges. So, world-wide, the transformation of societies from dependence primarily on printed words to primary reliance on visual languaging form will, most evidently, be upon us.

All calculations and extrapolations about 1984, whether about schools, business, war, government, leisure-time, or home must give large recognition to these certitudes or risk being profoundly misleading if not evidently wrong.

I am concerned:

That educators of all kinds:

Become concerned with and succeed with facilitating the education of the whole learner in our society, at whatever age the learner happens to be.

Provide students of all kinds with opportunities for the systematic development of the right hemisphere through visual languaging.

Are themselves provided with opportunities for the systematic development of their right hemispheres through visual languaging.

That organizations of professional educators foster the foregoing.

That manufacturers of communication products facilitate the foregoing.

That federal and private funds are allocated to advance and expand all the foregoing.

SUSANNAH G. DUNN (West Virginia)

Today, people are feeling the frustrations of not being able to control their destinies. Individuals are finding themselves bombarded with a multiplicity of dehumanizing technological factors. We see in our society evidence of individuals, unable to cope with societal pressures, seeking to withdraw by reaching back toward the "good old days" or by forming new life styles. Another, more disturbing manifestation is people lashing out in anger.

Thoughts with which to pack a Survival Kit:

1. Hemmingway's survival strategy for success was to have a built-in, shockproof crap detector. We must train people to become independent thinkers. Teachers much become facilitators of learning rather than solely "information disseminators". The skills of quest and inquiry are assuming a greater significance because rote memorization and pre-programed responses are no longer sufficient to cope with spiraling information growth.

2. We are woefully neglecting one of our greatest sources of national wealth -- the above average child. These children are in actuality becoming classroom dropouts because their crap detectors are already at work. We must recognize the tools of a good learner and develop them in all children.

3. The continuing education of adults must be met in order for them to cope with the kaleidoscope of today's world.

The individuals must be characterized by their ability to use their learning skills, be receptive to new ideas, be adaptive to change but be strong enough not to compromise their basic philosophy of life or bastardize themselves to the system.

Robert M. Hutchins -- "The special function of our educational institutions is to supply the intellectual tools, the intellectual discipline and the intellectual framework necessary to understand the new problems we shall face". This is the challenge -- to develop in a child his ability to question information, reason as to its applicability and inquire as to its use.

CALVIN FISH (Connecticut)

Life and Society in 1984, I feel:

1. Leisure time will increase.

2. Technical advances will continue to make our "society" more mobile.

3. Fewer people with more machines will be able to do much of the work.

4. More emphasis will be put on those individuals not going to college. Career Education from K-12 will become extremely important.

5. Educational budgets will continue to be tight and therefore programs must be based on the learner.

My Role as an Individual:

If everything goes according to schedule, in 1984 I will be nine years older than I am now. This means I should have two children finished with their formal education and two still in school. As an individual I'm sure my outlook on life will be much different. In reference to the above statement, I hope that the "pace" has slowed up enough so I'll be able to enjoy my family and myself. I hope to be able to devote more time to things I want to do and not that I have to do.

My Role as a Professional:

As a "media" person, I feel my role will be broadened. Individual students as well as teachers will be involved in the planning and utilization of media. Many of the "jobs" I now do, I hope will be done by paraprofessionals. Hopefully, I will be in a leadership role and will still be applying the knowledge gained at the 1975 Okoboji Conference.

ROSS A. FLEMING (Ohio)

Change and the challenges offered by it have been a constant factor throughout the history of mankind. As we approach 1984, rapid changes will continue to occur at an accelerated rate. It is this challenge of rapid change that we must prepare ourselves to meet in our personal and professional lives.

By 1984, we will have faced more "crisis" situations. Wise use of energy will continue to be a main concern as will food production and waste recycling. Technology will assist in providing a means of meeting these situations and others but it will also alter the life styles of society. Many common activities of today, including the work week, will be changed providing more time and opportunity for individuals to pursue activities of their own desire from recreation to additional education. The traditional moral and social codes will continue to be challenged. Thus 1984 will find a society in the midst of change and needing leadership from all areas of society to assure that the change is of a positive nature.

As an individual, it will be necessary to be flexible and accept those changes that I can justify and be willing to resist those changes that will not benefit society or my specific value orientation. It will be more difficult to be heard as an individual so alternate methods of expression must be devised. Thus for the individual, 1984 will be a time when flexibility will be important but it may be necessary to take more affirmative action on issues found to be unacceptable.

The professional organization will be one avenue through which the individual voice can be heard. All professional organizations will play a more dominant role in the formation of national and local policy. In education, new hardware, software and facilities will provide additional learning opportunities for students of all ages. As a professional, it will be necessary to continually educate myself in their wise use. As today, the basic professional role will be to lead and assist in the processes of learning.

SHELLY D. FREISINGER (Arizona)

Overspecialization is a key term for the future. Our society and our profession are both well on the road to becoming overspecialized, and as a result individuals are losing general adaptability and problem-solving skills. We perfect our skills in one specific function while neglecting the general skills of survival.

Overspecialization can be threatening in several ways. First, we may become so involved in the single task which we work on that we become unaware of the impact of the task on the social environment. An immediate example is that of the technicians who perfected atomic power without overall knowledge of the social consequences. Second, we may become extremely efficient in our specialty while totally losing sight of larger goals such as survival.

Buckminster Fuller, in his text Operation Manual for Spaceship Earth, presents a useful analogy. He speaks of a species of birds that lived on an island and fed on insects that lived in the crevices in rocks. Through natural selection the birds with longer beaks survived as they were able to reach further into the crevices. After many generations the birds that remained had tremendously long beaks. They were exceptional in their ability to gather food, but as a result of the length and weight of their beaks they had lost their ability to fly. A natural catastrophe occurred on the island, and as the birds were unable to fly the entire population perished.

I perceive our profession as a microcosm of society in that the tendency to overspecialize is occurring. We isolate functions such as research, development, production, and instruction from each other and eventually the producer is naive about development and the teacher is naive about research. I believe we would do better to broaden our scope through each individual developing general skills rather than narrowing our scope through overspecialization. Only in this way can our profession and our society ensure survival.

RICHARD GILKEY (Oregon)

1984 is not a calendar date but instead should be thought of as an attitude which results in a particular life style. It is a life style that results from surrender of freedom for supposed security, a lack of honesty in human relations and a use of communication and words for meanings that serve the user rather than reflecting truth. In general it might be thought of as an over-reaction of society to produce order out of disorder at the sacrifice of human values... as we think of human values.

The individual in the years ahead must assume responsibility for his actions and not merely delegate his responsibilities to organized groups be they private or government. Instead, the individual should work to create organizations which encourage and enable individual actions thus encouraging diversity rather than mass conformity.

As educators, we must realize that if we are thinking of the calendar year 1984 much of the materials, equipment and personnel will be the same as that which we are using now in the schools. The technology employed is probably still the technology that we know today although those items that we are just beginning to hear of today will be coming into mass use by 1984. Unless there is a revolutionary change in education, it will not be too different from the best practices of today and hopefully no worse.

Increasingly we must consider ourselves first as educators and secondly as having a particular specialty. Unless we do this we risk alienation from the larger body of the educational community.

DAVID GRAF (Nebraska)

What will life and society be like in 1984? Put another way, we might well answer this question in terms of how life and society will be different in 1984. The futurist in me says that man's life will be easier in 1984. My gas-eater will evolve into an electrically powered vehicle because the world supply of oil will have been dangerously depleted. I will probably fly to the 1984 AECT convention in a super-transport passenger jet. My home might well be heated by solar energy, with electricity originating from a nearby nuclear power plant. Should I require surgery, all manner of artificial devices will be available to prolong my life.

Society, on the other hand, will become more complex. The megalopolis concept will become very real and along with it will come the various neuroses associated with urban and suburban living. As an individual living in a world of ease and comfort and a society that is "complexicated," my role will be a struggle to maintain a healthy view of self. The family unit of 1984 will probably enjoy a much closer relationship because of an inordinate amount of leisure time. As an individual in this futuristic society, I will also need to be concerned with my state of health.

My role as a professional? Yes, it will change, but to what degree and how is nearly impossible to speculate. I would suggest that as the needs of the various levels of education change, so also should the role of the media professional change. Questions which are pertinent to this year's theme:

How will schools be different in terms of building design, curriculum, class size, available technology and materials?

How will students be different in terms of their individual and group needs?

How much different will teacher training need to be?

What will be the role of the media professional at the building level? the district level? in higher education?

In what ways can we "old-timers" update our professional training?

What will be the role of AECT in 1984?

The coming of Orwell's 1984, while not spelling doom for mankind, does pose some significant and interesting problems and questions. If we view ourselves as futurists at the 1975 Okoboji Conference, our mandate becomes clear: we need to discover the how of 1984 rather than argue over the what.

GEORGE GRIMES (Michigan)

Orwell's 1984 depicts one view of a society regulated by a linear mode of operation not unlike that postulated by instructional technology. It is a society where any and all means are justified as long as the ends of the State are achieved.

Our field is in danger of being locked in and limited to a single view of the world process which has several major shortcomings and pitfalls. This process is in fact not necessarily isomorphic to the real world of student learning.

We accept the input-manipulate-output (industrial) model of instruction as an article of faith. It is given that if we do need assessment, specify goals and objectives, perform certain operations and apply certain resources, determine and evaluate output, and revise as necessary that successful learning will take place. Not necessarily so. The human condition is much too varied to be dealt with like an industrial product. We run grave danger of having our fascination with means replace our rightful concern with ends. A predetermined set of objectives to be satisfied by specified performance criteria may result in losing better alternative ends discovered mid-way through the instructional process.

Many times refining our techniques becomes much more interesting and absorbing than gaining useful and effective results.

I do not know what my life and society will be like in 1984. I have a feeling that it will be much like it is now, only more complex. My hope is that it will be much more humane, pluralistic, and equalitarian. I perceive my role as one who serves the needs of learners effectively with insight and resourcefulness. I feel strongly that it is past time for our profession to re-examine the basic assumptions which we have developed and to seek alternative operational models. We are in danger of stagnating through concentration on means which could produce the dangers which Orwell has amply warned us about.

HUGH HAGAMAN (North Carolina)

I prefer to be an optimist about the future and the changes that will occur. Some of these changes will be drastic and will affect the basic institutions of our society. Our large cities are in trouble, energy can no longer be taken for granted and advancing technology continues to change the employment patterns for vast numbers of people.

Life and society will continue to change. The primary question may be concerned with how this change will occur. Will it continue to force itself on us or will it be more orderly, planned and controlled? The record to date gives us little hope for change to occur through careful planning but there seems to be some awakening to the necessity.

Changing employment may have an increasing effect on us as individuals and as professionals. Education must become a continuing process readily available to the individual when needed. Fewer workers will be needed for production leaving more available for service roles. We will become more involved in re-educating and educating for different purposes. It is also conceivable that the number of teachers employed will increase. The only difficulty in accomplishing this at present is finding a means of financing.

It is difficult to separate my individual and professional roles. Both will change as technology advances and society changes.

I believe that my professional role will change gradually and continuously. Support of the instructional program will continue to be a major task. However, more and more time will be spent with administrators in the planning of instructional space and delivery systems and with teachers in the planning of instruction or instructional development.

Hopefully, we have learned to live with change and maybe even to be actively involved in the process. Even though the picture is sometimes gloomy, I look forward to being a participant and feel that professionally the picture is bright provided we are alert and flexible.

HAROLD HILL (Colorado)

Society, in 1984, will be much more "mechanized," but that doesn't mean that it has to be any less personal, caring, and meaningful. The very technologies which will make our society mechanized will also provide us with greater opportunity and with more time to pursue worthwhile goals. Education will change - must change - or we can't hope to "cope." The vastly increasing scope of knowledge means that we must train people to be less "generalists" than we have in the past. Although this applies particularly to our field, I mean to apply it to all areas of education and resultant human endeavor. So-called liberal education will become somewhat a luxury - BUT, again the technology will have advanced to such a degree that we will be able better to absorb this education in a shorter time, in our own homes (often), on call, and in a more exciting and "palatable" form.

As an individual, my role will not have changed a great deal, I hope, because I want to continue to serve as I can, to continue personal growth, but perhaps have more time "to sit by the side of the road and be a friend to man." Naturally, since I will be older, my personal role will change in numerous ways --grandchildren to spend time with, more leisure time to spend with my wife, enjoying some of the things that a busy life has postponed.

As a professional, I will need to adjust to the necessary modifications in society and learning techniques alluded to above -- and I would hope that I will be helping to make those modifications - to contribute to improved use of improved technology, to make learning and life both more worthwhile and meaningful. To do this, I must continue personal and professional growth, discarding prejudices, and never saying, "That won't work."

DENIS HLYNKA (Canada)

From My Crystal Ball -- Society in 1984:

1. Stabilization (at least in terms of the major problems and concerns of the 60's and 70's).

2. Exploration, Research & Development. Characterized by further advances in technology and educational technology.

3. Interpretation by our leaders, philosophers, and all thinkers about where we have been, where we are, and where we are going. (e.g., "What were the young really telling us?" Fortune, June 75)

From My Life -- My Personal Life in 1984:

1. Stabilization: role, goals, jobs, potential contribution, etc.

2. Continual learning and adaptation.

3. Role of Leisure: I just can't see the "three day work week". I just can't cut my own to less than six. And vacation?... I hardly remember the word.

From My Profession

...The recent past, the present, and near future seem to find the professions overly embroiled in other activities such as unionization, social order, etc. While such concerns are necessary and important and CANNOT be ignored, yet what is really needed is not a further expansion, but a delimiting of one's own field. Is the global village making us all instant experts in everything? We in ID&T must firm up what our own area is about. It's time to stop spreading out, and time to focus inwardly. Perhaps our own models of ID might be a starting place to develop a professional philosophy. In summary, I see

1. Further refinements of ID philosophy, inward focus, centralization.

2. Role of AECT clarified.

3. Explorations of role of ID at elementary and secondary levels.

From My Country

It has been stated many times that Canada is fortunate in having the US as neighbor, since she can sit back and observe objectively and without commitment the successes and failures of American solutions to the problems of modern society. America is a huge R&D lab which Canada may profit from, after the results are in. Of course, it's not all that simple, and it's not all that true. 1984 might see resolution of questions such as:

1. Canada's development of a Canadian counterpart to AECT.

2. Canada's role in AECT clarified.

3. International role of AECT clarified.

RICHARD HUBBARD (New York)

Life and Society in 1984:

With 1984 less than nine years away it is very difficult to foresee the future - even with a crystal ball. The economy has such an important role to play in determining what life and society will be like, especially the fate of education. Communications and travel technologies ought to be advanced appropriately but where will the priorities be placed? World-wide social, political and economical problems will dominate the scene. However, ecological concerns ought to gain considerable momentum by this time. With declining elementary, secondary and college student populations plus the need for fewer teachers and specialists, continuing education should hit an all-time high. The technology of our field (computers, TV, information storage and retrieval) should bring "learning centers" into every home. On the other hand, this same technology could help "big brother" watch us all.

Individual Role in 1984:

The individual in 1984 (I hope to be retired) will be a working (hopefully) citizen paying higher taxes (or some other means) to support a large segment of society which isn't encouraged to work or is unemployed due to lack of jobs. Concerns of ecological survival (food, population, energy, and such problems) will be brought sharply into focus with each person sacrificing certain aspects of the "good life" as it has been known up to the present. 1984 should bring about a shorter work week which in turn emphasized the need for each person to know how to handle leisure time. Perhaps this will increase the need for informal education as the trend has already been indicated (from the "womb to the tomb" learning).

Professional Role in 1984:

As a person devoted full-time in developing media competencies for teachers and media specialists, I do not see a bright future between now and 1984. Already budgets are being cut severely, programs are being evaluated more critically than ever before (perhaps rightly so) and justification for survival is an on-going process. The needs of our specialized field are not particularly a top priority and I feel my individual role will continue to be one of developing and setting standards, and evaluating against these criteria and promoting an understanding and support of staff, facilities, materials and equipment, and impact of the media program on society. Surely a great deal of our time will be spent in identifying the goals of the media profession and how to achieve them. Certainly instructional development will be one of the main objectives with involvement in doing mini courses, self-instruction packages, and work-study programs leading to minor media careers.

STANLEY A. HUFFMAN, JR. (Virginia)

People have changed little over the years. They still desire life, liberty, and the pursuit of happiness. There is no reason to assume that the same will not be true in 1984. The basic values will still be there but the fast pace of change in society will continue. The great knowledge explosion which began near the mid-point of the twentieth century will continue to accelerate. The educational elitest will be in the midst of a technological revolution. With one thousand times more information available as was known up to 1960, the matter of educating the individual becomes a mammoth undertaking. Selecting content, modes of presentation, ability to utilize information, and professional goals all become part of a systematized approach to the educational process. Much of the content for learning will be modularized and students will select from a cafeteria of resources those items which are relevant to disciplines chosen for in-depth study. The media field will no longer represent a new frontier for it surely will have come of age as an absolute necessity in the pursuit of knowledge. Society will demand people highly trained in certain modes of work but highly educated as an individual. Learning in 1984 must be by design and not by chance.

While we experience changes in the use of technology, while people continue to explore many frontiers for new knowledge as a means of combating ignorance and solving problems, and while society moves at a rapid pace seeking techniques to improve future living conditions, a greater realization of values will be paramount. As a professional, I will continue to design ways of meeting societal needs using technology as a means of coping with the knowledge explosion and the cafeteria of ideas to educate all the people. As an individual, I will still seek life, liberty, and happiness.

NORMAN JENSEN (Washington)

A not-so-subtle phenomena is a growing healthy attention to interpersonal relationships in all segments of society. The happy, well-adjusted people will be those whose lives find their fulfillment in meaningful relationships with each other in a clean world.

We are finding that individual satisfaction comes from exploration of many learning possibilities. The guidance into, and fulfillment of individually tailored life styles can be one of the most rewarding endeavors. I expect society in 1984 will place a high premium on leaders in the continuous education process. (See page 1 of MEDIA PROGRAMS, lines 1, 2, 3, 4.)

I will be retired - legally - but the closer retirement comes, the more avenues seem to be opening for interesting people-oriented learning explorations.

My role as a professional of more than 20 years in instructional television probably will change little. I hope that my experience can be related somehow to better planning, more useful programming, and an expanding awareness of the usefulness of educational television.

RICHARD J. LAMBERSKI (Pennsylvania)

With less than a decade away, 1984 can be foreshadowed as the era of the good, the bad, and the ugly. My crystal ball thoughts reflect upon these themes:

1. The Ugly - The Society

   Societal tensions will escalate as the worldly component parts of population, resources, and energy come into rapid conflict. Meager attempts by government bureaucracy to pacify a better educated populous will invariably result in increasing antagonism and be reflected in a general lack of confidence. Internationally, a battle will ensue between the countries of "haves," who maintain the technology and resourcefulness, versus the "have nots," who demand support due to over-crowding and lack of positive action. Nationally, the consumer revolt will be caught between the overly powerful business monopolies and the overly protective unionism.

2. The Bad - The Individual

   The individual will suffer from a multitude of external and internal forces which will alter his roles and responsibilities The individual will become increasingly specialized in his work and necessarily resourceful in his daily actions. The successful individuals will be those who have the insight to integrate the generalities into positive courses of action for their specific needs. Creativity and perseverance will be the order of the decade. Internal psychological pressures within the individual will alter his view of the family's role and structure. Decreasing opportunities for individualism and lack of personnel recognition will result in an increasing desire for self-satisfaction and self-expression.

3. The Good - The Profession

   Such a harsh picture expressed by society and the individual can be viewed either as a terrible burden or as an awesome challenge; the choice is and will always be with the individual professional. We have seen the coming of many technology panaceas and systematic approaches; yet, above all else is the single individual who must learn to generate, integrate, consolidate, incorporate, evaluate and motivate the multitude of available resources to acquire his desired objectives. The professional must become the capable organizer and diagnostician rather than remain the limited technician.

RICHARD LENT (New York)

Our field has been at the forefront of educational change and innovation for the past ten years. Instructional development activities have achieved a priority status within school systems, colleges, and universities. Educational opportunities have been extended to new populations through our efforts (in part) with programs such as the University of Mid-America, Sesame Street, and Empire State College. However, the outlook for the next ten years is hardly one of growth and expansion. In a period of decreasing or changing enrollments, increased costs, and budgetary problems, many of these programs and activities will face a severe test. If our activities are to continue, they will have to be justifiable in terms of demonstrated need and cost-benefit perspectives.

Although the next ten years may seem to have a depressing outlook, I think it will provide some unique possibilities for the development of our field. We now have an obligation and an opportunity for some introspection and self-evaluation. Instead of being concerned with "more and bigger", we need to analyze our contributions to education, select those which seem truly worthwhile, and concentrate on improving the quality of our efforts in these areas. In a sense, it is time to "clean house", and our profession should be healthier for it. The goals for this evaluation/revision period and its practical implications could be a useful focus for the week's activities.

RICHARD LINSTRUM (California)

"1984 - Less than a Decade Away" is a great theme for the 1975 Lake Okoboji E. M. L. Conference since the mention of that future year makes media personnel evaluate how close they actually are to the Orwellian utopia which uses (misuses) the communicative-technological arts.

1984 has just got to be a better year than 1975 for life, society, and education. Hopefully, the crunches (energy, inflationary, etc.,) the awareness (environmental, ecological, etc.,) and the follies (Nixon, Vietnam, etc.) will have alerted people to the problems and prepared them to live with the best solutions.

The 1975 Planning Committee seems to be strong in university representatives. I hope they will help the conference participants think through and find solutions to their schools' immediate media concerns. As George Orwell's "1984" characters, Winston and Julia need practical, concrete dialogue, suggestions, and solutions, so does the school, district, county, and regional IMC director.

There is an absence of West Coast representation on the 1975 Planning Committee. From what we have heard about the media "enlightened" East and South, the West Coast has unique media problems that need to be represented. With a broad, open Conference, many areas and concerns can be discussed.

ALBERT J. LOWE (Indiana)

I was once arguing with an elderly farmer friend of mine over who was buying the beer and what was the meaning of life when he became almost violent. He threw his money on the table, slammed his beer glass down, got real red in the face and burst out, "You young college punks don't learn nothing in them schools, 'cept how to ask questions! What's important? What's true? What's life gonna be like in a hundred or a thousand years? Let me tell ya'--it's gonna be then just like it's now--only there's gonna be more people, more things and we're gonna know even less about everything than we do right now!"

When my friend finally sat back down, I immediately commented on his obviously undistinguished ancestry and began to straighten him out about what we "young college punks" knew about life and the future. It must have been a rigorous and eloquent defense, but unfortunately I only remember details of the incident that precipitated this grand debate and the bone-shattering hangover that resulted. This single incident is not particularly unique in the experiences of most young college students, but in a way, it summarizes my view of life and society in the future and what my individual and professional role might be in 1984.

Generally, I approach life and society as a somewhat pessimistic optimist. I plan and work to change things to benefit myself and those about me but I'm not overly surprised at the prospect of accomplishing only half of what I plan. As an individual I'm concerned about people, how they interact, how they are treated and how I can assist them in achieving their goals. I am also concerned about the values I express in my daily activities and personal interactions. As an instructional developer I'm concerned about my technical competency and the level of professional sophistication that exists in my field of endeavor. People, values, and technology are important to me, but I believe that the issue that concerns me most deeply is how to achieve and maintain a satisfactory level of consistency between what I fervently believe and what I actually do.

Looking about me today I see many things that suggest a very grim 1984. I'm appalled by the doublethink in our governmental policy: "VICTORY WITH HONOR -- U. S. SUPPORTS OVERTHROW IN CHILE -- PROTECTIVE REACTIVE DEFENSIVE RAID -- PEACE IN THE MIDDLE EAST -- U. S. SELLS ARMS TO EGYPT, ISRAEL, IRAN, JORDAN, ETC., ETC., ETC."

I'm outraged by attitudes that say: "What does she need a college education for--she's only gonna quit her job when she gets pregnant." "They ought to shoot those draft dodgers--kids don't stand tall like men anymore."

I'm fearful when I see instructional programs that effectively teach college freshmen the difference between ascribed and achieved social position without ever imparting any knowledge of how to get along in a social group. I'm down right terrified when I see teachers being trained to diagnose brain damage in children without learning to address a child as a human being. These and many more incidents like them make me feel that 1984 might be rather gruesome. But then I remember that in the "good old days" the government lied to and hoodwinked the public, fought wars to make the world free for democracy and sold guns to our enemies. I remember that many people thought women shouldn't have the vote and men like Robert LaFollette, Harry Truman, and George Meany were called troublemakers, hardheads and radicals! A person like Martin Luther King was jailed for eating in a diner and killed for telling the truth. When I reassess my view of 1984 in the light of these "facts" I'm almost forced to agree with my old drinking buddy--"It's gonna be then just like it's now--only there's gonna be more people, more things and we're gonna know less about everything than we do right now." But, there needs to be at least one difference between now and 1984 if all those people are to live together in peace with all their new things. We will need to know more, rather than less, about everything than we do right now.

I am looking forward to the Okoboji leadership conference to learn more about the growing field of Instructional Technology and to sharing ideas, opinions and feelings about how to effectively integrate personal and social values with daily professional activities.

TEOFILA G. de la LUZ (Puerto Rico)

As I envision it, the Okoboji experience must be great. It must be like a cosmic nucleus of human energy of a special nature where every participant will irradiate waves of organization and impulse acting over matter. This energy incorporated in our bodies will be controlled by artificial machines, or spiritualized creating affectious and volitions.

I hope that with this experience the tear and wear of our souls will be healed and that we may come back renewed.

What do you perceive life and society will be like in 1984? By 1984, transnational companies will be the major force in the world business and will continue to be responsible for the prevalence of such economic ills as high prices, unemployment, etc.

The United States of America will be Latinamericanized and there will be more Latinamerican representatives in the Legislature and Congress.[1]

Communism or capitalism, one of these two forces will succeed.

The United States of America will have probably solved the petroleum problem.

More alternate programs of education will exist and emphasis will be given to concepts and techniques of non-traditional study.

More Open Learning Systems such as the University of Mid America and others will be taking care of the lifetime learning of a total learning society.

Schools will be offering more courses on ethical values and philosophy starting with the elemental schools.

How will your role as an individual be different in 1984? By 1984 or earlier I plan to retire from the University work, but will continue my lifetime learning through hobbies and recreation. I am especially interested in living amidst the wilderness of a farm seedling and cropping orchids.

By 1984, my youngest son will be 19 and will still be going to college. My two older sons will be 28 and 26 years old and probably married and with children of their own.

I visualize myself driving an electrical tractor in the farm and occasionally using a sailboat moved only by the wind in the nearby beaches.

How will your role as professional be different in 1984? By 1984, I will have retired from college, but continue part-time work in alternate programs of education, particularly of non-traditional nature.

[1] Barnet J. Richard and Muucller E. Ronald, Global Reach, Simon & Schuster

RON J. McBEATH (California)

In reply to your three questions, I would like to focus on a factor which i feel is most important. As information increases, so does confusion in this age of discontinuity. Enlightenment has to be worked for.

This leads to problems such as over-specialization, lack of direction, feelings of uncertainty and so on, not only within ourselves but also our profession and society in general.

Jim Finn wrote on this under the heading of "negative entropy." He offered us the alternative of living with uncertainty or of taking action and attempting through our field to help bring some order to the situation.

I believe that as individuals and professionals this will be our continuing responsibility through our research, our theory building, and our practices.

DONNA McGRADY (Indiana)

I am certain that if each of us could accurately predict what society and life will be like in 1984, we would sell our words of wisdom to a publisher and hit the lecture circuit. It will be interesting to learn what the educated guesses of the conference participants are.

Perhaps I am evading the issue when I state that I feel with so many options and choices open to us at the present time that life and society in 1984 will be greatly affected by the decisions that are being made today. In spite of the dire predictions of some authors of a highly technological society peopled by mindless robots living in a sterile, bleak environment, I place a great deal of faith in that marvelous, unpredictable, highly resilient, rational creature called man.

Decisions that are being made today and that will be made in the near future necessarily reflect the values of the individual or the society making these decisions. If a society places a high value on efficiency, then 1984 could see the existence of a "technocracy". If human dignity and worth are revered by individuals and the society of which they are a part, then 1984 could witness a humanistic society with the influence of technology being no more than it is today. If the vast numbers of options and resultant decisions baffle, confuse, and intimidate present day individuals, then 1984 could see a very "closed" society with a great deal of regimentation and conformity. Individuals and society can also choose to ignore the future (hoping it will go away or take care of itself?) and try to retreat to the security, real or imagined, of the past. I see all these diverse values represented in different segments of our society today.

My role as an individual in 1984 will necessarily be different than it is today if I am to be a viable, contributing member of society. I hope I will be open-minded, adaptable, and have the feeling that I am in control of my destiny, even though changes, abrupt and fast, may be disturbing but hopefully challenging. Someone asked Pearl Buck what she would wish for her children and she replied "The ability to nest in the storm." I hope that I will be that kind of individual in 1984.

As a professional in 1984, I want to be involved in the educational process and the people business. I hope that within the next decade those of us who are in the field of education will place a great deal of emphasis on helping young (or any age, for that matter) people make thoughtful, intelligent decisions. If, as reported in the "Morality and the Profession" report of the 20th Annual Summary Report Lake Okoboji Educational Media Leadership Conference 1974, "decision-making is a situational, moral, and scientific process", then this process (almost totally ignored at present) should become one of the main thrusts of education.

In conclusion, we might ask ourselves: Are the decisions we are making today as a member of the larger society, as an individual, and as a professional assuring a 1984 that will provide for each individual of that era a freedom of choice unparalleled at any time in history or are we making decisions that will make freedom of choice just a memory from the good ole' days?

PAUL W. MARSH (Montana)

The year 1984, as a connotative concept, has always brought to my mind a feeling of dread--that somehow I would become one of countless numbers (appropriate term!) of people that would be totally regimented for the convenience of benevolent "Big Brother" bureaucracy systems. How different will it be at that distant date, from what it is today? How often are we as individuals forced into molds that conveniently fit our electronic and mechanical systems today? How much trouble do non-"normal" people have in the many things that affect their lives, such as appropriate education, furniture and clothing that fit, scheduling activities, etc.?

Do we, as educators, force students into learning sequences that must last exactly 180 days, or 12 weeks, or some other time frame, with no exceptions? Why is a college chemistry class in the winter so much different in price, availability, etc. than in summer? Do we, as specifiers of equipment purchases, condone the idea that our organization can take as long as it wants (2, 3, or 4 months) to pay its bills, but remain silent when the same organization takes legal action or charges interest against a citizen who doesn't pay a bill to the organization within one month? Do we, as administrators, set specific limits on the usage of materials or equipment, such as "one week only" or "must return only on Thursdays" because it is more convenient for us?

How much effort has been spent inside and outside AECT to develop our own form of "newspeak"? Are we the victims, or are we the "Brothers"? Imagine your giggles, if you needed to buy a loaf of bread, and you were told to go to the "Edible Materials Center" or the "Comestible Resources Facility". If you can't find it, who do you ask--the "Nutriment Technology Specialist"? Regardless of what the administrators of that place call themselves, you and I still go to the "store" and ask for help from anyone with a pencil behind his or her ear, and we don't care what that person's title might be. Think about your own experiences. How many places do you go that you call, in your own mind, by a name that is longer than three syllables? Why should "Educational and Communications Technologists" be different?

It is a little unfortunate, and even a little frightening, that the tools of OUR trade--closed circuit television, recorders, photography, computers, etc.--are the tools used to bring about those situations that are warned against in Orwell's novel. What should WE, as professionals in the field, be doing to return this technology to human proportions, and to reduce or control the potential for abuses by our field.

I don't know the answers. I hope that we can develop and consider some ideas, if not solutions, at Lake Okoboji.

JEROME K. MILLER (Colorado)

Items A and B omitted for lack of space in the 300 word limit.

In the next ten years, the greatest influence on my role as a professional (an instructor in a Big Ten university) will be the changing relationship between the faculty and the administration of the university. This will center on the unionization of the faculty. The union will improve salaries and benefits, but I fear it will contribute to the deterioration of teaching, research and community service. The present reward system leaves much to be desired, but it is based on attempts to reward good work. I suspect this "quality factor" will be de-emphasized under collective bargaining and salaries will increasingly be determined by educational attainment and years of experience. The motivation for quality will then have to come from professional pride and commitment. This, along with the economic problems in higher education, will retard efforts to improve teaching through instructional design. Unionization could be a marvelous means of improving the quality of teaching, but I fear that will not be the case. (Please let it be understood the writer favors collective bargaining in higher education, but is apprehensive about its possible side effects.)

Instructional design, as we know it today, will be modified in two ways. The first will be de-emphasis on large-scale learning systems (CCTV, broadcast TV, CAI, satellites, language labs, dial access, etc.) with greater emphasis placed on small-scale resources. Although I do not predict this, we must consider the possibility that by 1984 classroom teachers may view large-scale telecommunication systems as an undesirable educational fad of the past.

The second change in ID will see greater student determination in content and procedure in courses prepared by instructional designers. Each student will, within limits, be free to reject some of the course objectives and the units designed to meet them. They may replace them with objectives better suited to their needs and interests. The instructor, student and instructional designer will have to work together to develop suitable procedures for attaining the new objectives. Finally, if the students elect, or are required, to accept the established objectives, they will be free to reject the prepared units. In some instances, they will elect to read, perform research or use a hands-on experience in lieu of the scientifically designed learning materials. This will probably be most attractive to the talented and highly motivated student or to those who are "turned-off" by the prepared materials.

ROSALIND MILLER (Georgia)

What do you perceive life and society will be like in 1984? It is difficult to answer this question without sounding as if one were on a soapbox running for office. I have discussed this question with several colleagues and I found them on the whole pessimistic, anticipating a true 1984. I am not. Technological advances, computers, etc., that seem threatening to many, are really only extensions of man. We control them for our purposes. I don't perceive any mysterious forces destroying our open society in the next years. Our level of consumption I believe will decrease, but in return we may have more leisure time and opportunities to develop our interests. Society is only gradually becoming aware of the terrible toll lonliness and isolation are taking of many lives. I believe we will form more extended family type of relationships. I feel by 1984 we will have shifted our focus from devoting high amounts of resources to achieve nationalistic supremacy to actually providing a supportive society for the individual where we may cooperate to each reach our needs.

How will your role as an individual be different in 1984? By 1984 my role as a mother with children at home will have ended. I will have had by that time, to find another life style that offers equal fulfillment. I hope to live in some sort of community or extended family where I may still share family life. I think that will become less difficult in the next few years.

How will your role as a professional be different? I don't perceive my professional role as different, but perhaps more so. I strive now as a teacher to wean students away from "Tell me precisely what you want me to do and then I will do it" attitude. This is not easy because of grading systems, rigid class times, student expectations or non-expectations. I feel I will gain in my effectiveness in the next ten years as teachers' roles become more acceptable in the role of the facilitator, students will gradually become more comfortable in setting their own goals and technology will offer us more ways to impart knowledge and gain participation than lectures, discussions and the printed bibliography.

RAY MUSTON (Iowa)

Life and society in 1984 will be considerably more complex than we now know it...

1. The world will be much smaller - national values, traditions, and priorities will be increasingly integrated into a more cosmopolitan society of the world's peoples. Thus, wealth, technology, consumption, and governance will be more broadly dispersed. Value conflicts will grow in intensity.

2. Technology will play a much greater role in life and society---

   - sophisticated home television units will support home based programmed learning,
   - 3D photography and illustration will offer new frontiers in perception and mass communication,
   - electronic stimulation of the brain will open new vistas for human development... as well as potential for negative aspects of control and manipulation,
   - drugs will be developed and prescribed for heightened perception, relaxation, change in personality, and expanded memory,
   - above all, with increased technological potential the demand for attention to the protection of human values as a limit to technology will necessarily increase.

3. Families will be smaller as well as the influence of family on the individual... the broader society will have an expanded impact on the continuing development of each individual.

4. Choices for the use of one's time and interests will increase geometrically with a concommitant increase in frustration associated with competing alternatives and values.

5. Governance and general social behavior will become even more regulated.

6. As a consequence of all of the above, increasing overt attention will be addressed to the problem of maintaining the human quality of life in the face of increased technology and structured regulation.

My role as an individual in 1984 will require increased attention to my responsibility as part of the broader society. It will be more difficult to function with a unique individual identity. More attention must be given to a responsibility to my fellow man and the consequences of my actions and behaviors on the broader society. At the same time, a concern for maintaining my personal identity and humaneness will grow in intensity.

The primary change in emphasis of my role as a professional in 1984 will be a substantial responsibility for the exploration of and maintenance of means through which increased technology can be used to enrich the quality of human life rather than dilute it due to ignorance of consequences of technological development as an end in itself.

DENNIS MYERS (Ohio)

I believe life and society will be essentially the same as they are now. Laws and mores will continue to provide the "external guidelines" indicating the range of appropriate behavior. Various groups and associations will still be striving to maintain or gain control over decisions which affect them. Materialistically, the lives of 80% of our citizens will range from comfortable to excessive; while 20% will continue to live under substandard conditions. Qualitively, fewer than 15% will be leading lives where self-actualization is a relatively consistent reality.

Given such a context, the "association of educators" will continue to face a variety of issues concerning the means and ends of education. In a recent talk Sam Yarger identified three challenges to be met before substantial instructional improvements will be made. These are the professionalization of all educators, the education of the public in our frame of reference, and the re-politicalization (in the best sense of the term) of education. I cite these because they can be stated as intermediate range goals, they imply positive courses of action, and they appear to subsume most of the pressing issues we will still face in 1984.

My role as an individual in 1984 can be best described in terms of the multiple roles I assume. For instance, the skills I possess as a gardener, potter, and photographer will be developed to a higher level of expertise. However, my roles as a husband and housekeeper (a shared responsibility) will change relatively little. I'll still be a friend, but with new friendships. As a father, my children will be friends. And I'll still be a good neighbor. As a citizen, I see myself with greater community involvement and responsibility.

In terms of professional roles, I see myself remaining within the rubric of teacher-education. However, I think I will be putting substantially more effort into the continuing education (in-service) of teachers. Further, I think the teacher center concept will become increasingly more important as a legitimate avenue for educational reform and renewal by 1984. First, it will address at least four important in-service needs. (1) To increase teacher competence beyond the entry level; (2) to deal with the increasing demands for accountability on the part of multiple publics; (3) to deal with the uniqueness of schools; to look for the differences, and emphasize their uniqueness, and (4) to have intellectual stimulation. And more importantly, it can address the relationships and interactions between these needs (i.e., from a systems frame of reference.)

Second, a teacher center will have a set of characteristics which will distinguish it from current organizations. It will: (1) be goal-oriented; purposeful and systematic; (2) identify problems as opposed to implementing predetermined solutions, using various needs assessment procedures; (3) involve many publics; (4) be flexible; (5) use resources creatively; (6) use theory and research; (7) merge pre- and in-service training; (8) focus on improving "something" to cause better learning; and (9) use and do research on the teaching-learning process.

I think I will be working within such an organization in 1984. (Note: Thanks to Sam Yarger, Syracuse University for his input to the preparation of these remarks for many are his. However, I take sole responsibility for any of his ideas I may have misrepresented.)

ROBERT NEELY (Oregon)

In my judgment the greatest problem facing American Education is to assist our countrymen to ease into the new way of life being dictated by the shrinking of our non-renewable fossil fuels. The problem is enormous in scope because of the political implications of the basic social and economic changes already being observed. While huge new industries are destined for birth, the death throes of the old giants will be unimaginable. Present unemployment in the automobile and petroleum industries possibly will pale when compared to that ten years from now.

Fewer highways will be needed as people will travel less and in much smaller cars. The insurance industry will feel the impact of the slower speeds, fewer miles and smaller cars. As people adjust to somewhat less friendly indoor environments it might be expected that medical ills will increase.

Dietary changes are inevitable as food yield per acre decreases because fewer chemical fertilizers are available. The decisions may well be made to reserve natural gas for the production of pharmaceuticals. A return to smaller, less energy intensive farms may follow reckoning with the worth of energy. (Already the caldric output of agriculture only equals the caloric fuel input.)

Emulating our European counterparts we will likely find our industries and indeed our homes built near reactors where the buildings can be heated by the reactor heat now being discharged wastefully into the environment. Americans will demand reactors as the implications of their denials become visible as blackouts and brownouts and on and on.

Meanwhile, the government will wallow in indecision because there do not appear to be any alternatives destined to re-elect those espousing their adoption. The leadership must come from the people as it has before in times of real trial.

Generations must be unlearned from emulation of the automobile as a symbol of energy spendthriftery unmatched in history.

As enlightened and public dedicated to preserving its freedom may be able to preserve the republic but the elements of tyranny, despotism, dictatorship and/or anarchy are all too evident to the thoughtful.

If America is worth preserving with a modicum of freedom, then education must as a rational matter begin the task which other social institutions have avoided: To begin to quantify 1984 and beyond, to teach our world to live within its means.

RICHARD NIBECK (Washington, D.C.)

Although not a brave new world or a technocratic society, I see 1984 as the beginning of real awareness of the human condition. Social consciousness, until now, seems to me to be either largely fadish or the province of the social philosopher and politician looking for a new theme as a platform for recognition. How we arrive at "true" awareness of the individuality is relatively unimportant since it is becoming more evident to all that people-to-people relationships cannot be avoided. Such relationships, on a give and take basis, will be necessary for mutual survival - although I hope they are not accepted or tolerated only for that reason. As individuals, I believe 1984 means sacrifice of some things we take for granted with these being replaced. I hope, with more satisfaction with ourselves and what we have even though the creature comforts may not be as extensive as they are today.

For the media professional, 1984 holds much promise and reward. Although projection of energy availability suggests that sophisticated machine systems might not be as prevalent as science fiction writers have suggested, I see no reason why less energy-hungry devices are not in the near future and I anticipate alternative mediating possibilities with less waste and initial cost. 1984 will see a technology of applying all resources - human and non-human - toward the humane solution of problems.

With more social awareness will come people to people education. I see new emphasis on the individual learner and his or her needs. The resource center will be far more fundamental to the learning environment of the '80s than it is today, and the media professionals will have more of a direct responsibility for managing learning. Education will be for leisure time as well as for employment, and it will be more a lifetime pursuit for all people.

I have an additional concern for the 1975 Okoboji Conference. Much of the media field mission is what to do with what someone else has said, done or made. We tend, I feel, to concern ourselves with the "form" of media in education without a balanced concern for the "substance" of media in education. I am not thinking here about the content of the materials we purvey, although that needs more attention, but rather to the field itself as content for a curriculum. Visuals are useful because they act as a language just as words form into a language system. Just as we now study printed and spoken language, we also need to have an orderly plan for the study of visual language systems. I would like to see a first through twelfth grade curriculum for visual communication learnings with the goal of helping high school (and university) graduates be better consumers and users of media. I also think it is important to the media professional's future that they be directly involved in this curriculum both as designers and teachers.

MICHAEL OBRENOVICH (Arizona)

The process of societal growth and development results in increasing conformity and control of individuals within the society. To maintain this control in the easiest and most efficient manner it is necessary that technology is heavily utilized and that large groups are brought together under the direction of a single organization. These resultant technological oriented conglomerates encompass such a wide area that they must then create divisions within themselves which fulfill the particular needs and interests of their diverse members. As only one of a number of divisions within this larger organization, it becomes necessary to a single division to set itself apart in order to secure its own internal interests and meet its own internal needs. This is accomplished by establishing such devices as a terminology, unique equipment, special education, or a form of standards and certification. These devices, in turn, then become barriers which keep the uninitiated out of this select group but also have the effect of keeping the knowledge and technology developed within these areas largely a secret to the majority of the society.

A member of such a society would not be as knowledgable about the society and its technology and would therefore feel less able to deal directly with it or control any situation which developed. Because of the advanced technological aspects of the society the individual would have more contact with machines than with other individuals and would be living and working in an environment increasingly more artificial than natural. By bringing most of an individual's everyday necessities into the home, the technological society would bind the individual more closely to the home and make that person less likely to explore outside the immediate area.

A professional in the same society would be forced to specialize in a narrowing area of work in which it would become necessary to attend school on a regular basis and read extensively as a means of keeping abreast of continuing developments. The professional would be doing more preparation prior to a job performance and relying more heavily on technology to get the job accomplished. Even though the professional had less direct control over the product being prepared, the professional would in the end be more accountable for the outcome.

ED PAYNE (Minnesota)

Day to day societal pressures will be much the same in 1984 as now as people try to tightly schedule their lives. A 'generation gap' will still be with us. Educational technologists will still be trying to gain the acceptance of mediated instruction by the majority of teachers in half the nation's schools. Society will probably be coming to grips with Orwell's predictions and some very sharp battle lines will be drawn between those protecting the invasion of privacy and those arguing for a society where accessible documentation exists on the major facets of each individual's life.

In '84 I'll be preoccupied with my job, some form of volunteer effort (like AECT) and worrying about two teenage daughters.

As a professional I will represent more the type of person who proposes and tests various means of instruction and learning (some mediated) for their effectiveness rather than an administrator of the daily operations of an AV department.

LEN POWELL (England)

In 1984 I image - Britain will be a federation of regions each with considerable autonomy and British people will feel themselves to be Europeans. The population will be continuing to decrease making its multi-racial character more evident. Self-sufficiency in oil will have stemmed the decline in living standards but the intervening inflationary period will have given rise - painfully - to a greater respect for discipline and responsibility.

Small units will begin to replace large ones: smaller schools; local theatres clubs and classes will be major recreational outlets; private initiative and technical skills will be esteemed.

As an individual I will be retired and aged 73 years. I will be living where I am now with people I know. I will be writing novels. I will not give advice unless asked to do so and I will tend not to talk about the past. I will drink (moderately) fine French wine, eat (moderately) delicious food, listen to music, wonder at the beauty of the world and encourage humourists.

As a professional I have given a great deal of time to the education of others; my new role will be that of a patient student.

TILLMAN J. RAGAN (Oklahoma)

I do not have a clear perception of what life and society will be like in 1984. I can imagine a few possibilities, however. A greater split between technological progress and human condition; an increased sensitivity to the need for cultural pluralism without significant progress in that direction; and a greater awareness of the limits of our planet's resources without significant success at conservation. In short, I would foresee some probability for significant splits between the known and the done; the potential and the reality; the need and the condition.

While I foresee my family life to remain a continuing fundamental part of my individual role, there should be increasing stress on my ability to function coherently as a family unit member, much less good old male chauvinist leader, if all or part of my pessimistic projections above should come to pass. By 1984 the tension between opposing values might become unbearable and I'd have either gotten my head straight or somehow flipped out. My role might well become more and more related to family unit survival in a social setting where the behaviors at my command would become less and less appropriate to social, economic, and political realities.

I seriously wonder how much longer the social institution within which I work--a University--will last. I think nine years is too quick to see total demise, but by 1984 we might well be in <u>really</u> serious trouble (as contrasted with the just plain serious trouble of the present). I expect to be part of efforts in higher education which will involve radical change in directions I never heard or thought of. Along with this, I see educational technology in ten years as an area which might possess the ability to actualize changes with a predictability and power which I can dimly imagine. If those two conditions were to come to pass, I would be doing a <u>very serious job</u> were I still in the fray at all.

HJALMAR RANDE (Norway)

In 1984 - <u>less than a decade away</u> - a change in the style of life is probably taking place in most industrialized countries. The man-machine world has offered a high standard of living to most of its inhabitants, but has at the same time created a lot of problems - especially concerning mental stress, environment, and ecology. Consequently more and more persons ask if the price is too high for these technological advantages.

Other values of life have come to the front line, and a restoration of humanity is taking place. The Communication explosion has resulted in a universal language, and made us aware of problems of the third world. At the same time the implications of the rise of lifelong learning are in focus--also a great challenge for the society of 1984.

The individual's role in this world will be a rather difficult one. A point of balance must be found between the standard of living claimed as a minimum - and a life style where as many real values of life as possible are gained.

The media specialist must be in the front line of this change, and identify his role in this new style of living. He must be a humanistic and creative person, who is more concerned with the development of each student's human potential than with his gain in knowledge.

If a better world with equal rights for all shall ever be obtained, a global viewpoint is required. The media specialist of 1984 must analyze how instructional technology can facilitate this learning. Can satellites, computers and other technical aids be positive forces to ease change - gradually approaching the ultimate goal of a better world for all?

ARTHUR SCHWIEDER (Pennsylvania)

By 1984 the emphasis of our society will have swung more strongly toward individuality and informality. This swing has already begun. Now, in the mid-Seventies, we have fewer nationwide common concerns and trends than we had ten years ago. We have little to compare to the "Beatle-mania that swept the nation" or the rigid adherence to fashion fads that, to some extent, characterized the Sixties. Within the next decade our citizens are going to devote more time and effort to exploring their individual interests. In short, we will be learning to be individuals.

In this more individualistic society we will be faced with added responsibilities--responsibilities to ourselves. Since we will have fewer "bandwagons" to jump on and perhaps fewer of our hours will be dictated by employers, we will have to bear more of the burden of our own destiny. We must deal with the awesome responsibility of how to spend our free time...shall we study...play...create?

The role of the media professional in this hypothesized society of 1984 will be to provide multivariate opportunities for personal growth and betterment to our entire population. Appropriate materials and programs must be readily accessible on a virtually limitless number of topics. The media field will grow and its emphasis will change from instruction to education; education in its broadest sense, to accommodate a society that is heading toward lifelong learning.

GENE W. SCHOLES (Illinois)

With reference to the concerns for the theme "1984 - Less Than a Decade Away" I offer the following:

1. In terms of our perception of the life and society we will experience in 1984, I am convinced that each of us will be much more accountable for our performances than we are today. Our personal lives will probably be less private and our personal and professional performance will be closely monitored than ever before.

2. My role as an individual will not be significantly altered from the role I feel I have now, in that I have a personal sense of accountability to those with whom I live and associate at work at the present time. My records keeping system may be significantly improved however.

3. I think my role as a professional will be appreciably different in 1984 than it is today. I believe my performance will be much more specifically monitored and that my professional progress will be influenced by a more structured pattern for progress. In my judgment, management by objectives is a mild prelude to 1984.

DEAN R. SPITZER (New York)

In looking towards the future, I see a society which will demand much more of us as individuals and as professionals. We use terms such as "accountability" and "humanism," but I think we are missing some of the most important aspects of the technological "trends" that we see ahead, in 1984 and beyond. My concerns are primarily "human" concerns. I sincerely believe that the technologies will take care of themselves. If we are going to continue to be pacesetters in designing an educational future for mankind, we need to seriously consider the following:

1. Although we know we should not, we continue to think almost entirely in terms of hardware.

2. Educators are basically conservative; and when the stakes are high there are few willing to take the risk. The future will require us to become educational risk takers.

3. We need training programs for classroom teachers and others in utilizing the media, taught by competent instructors who have had recent classroom experience themselves, and know how to relate to teachers, even those who are skeptical about media use.

4. We should develop a science of dealing with people in education.

5. We preach and teach, mostly to the already convinced; but, we will have trouble gaining widespread support until we have more substantial proof that our ideas really work. Proof! We need to get together as researchers and concerned practitioners to do some substantial, collaborative research in areas that truly matter.

6. There should be more communication between members of our profession. We need fewer "all-star shows" and more substantial contacts.

7. We need more encouragement from the established members of the profession for the newcomers.

8. We need to think of the broader social implications of some of the instructional technologies we endorse: the psychological, anthropological, and sociological perspectives. In other words, we must become more legitimate social scientists.

9. We need more substantial conceptual frameworks for structuring, organizing, and relating our research.

10. We must be more economical in the allocation of our resources and put an end to the duplication of efforts which proliferates in theory and in practice.

11. We need learning theory that provides us with an understanding of the complexities of higher-level learning and avoid the stimulus-response paradigms that are overly simplistic and that alienated many teachers.

12. We talk about competency-based instruction, but we have done little substantive thinking about the human competencies that the future will require.

13. I have heard many laugh at colleagues who are interested in such technologies as meditation, consciousness-raising, bio-feedback, etc. We must be more open to new ideas, because if we are not, then who will? They may get the last laugh.

14. We must be willing to undertake new studies, using new methodologies, especially action research and field studies. We cannot afford purely quantitative research to dominate in our field. Furthermore, there should be more outlets for the dissemination of this information.

15. We need to anticipate more, and react less; but, hopefully that is what this conference is all about.

ROBERT E. STEPHENS (Arkansas)

The so-called "American Way of Life" many of us have learned to appreciate may only be a memory by 1984 unless something is done to solve the dilemmas of pollution, social upheaval, inflation, recession, over-population, and food and energy shortages. When governmental leaders, industrialists, environmentalists, educators, and communication experts pool their efforts these problems can be solved. IF, the world can avoid the gaunt spectre of nuclear warfare.

The "little people" of the world are becoming more aware and are being heard. Their potential value to society can be developed through education. Already in evidence are programs of adult education, continuing education, Head Start, Follow Through, the Peace Corp, welfare programs, the Equal Rights Amendment, and Title IX. These programs and activities to be successful need more cooperation, coordination, proper administration, and money; therefore, considerable change and sacrifice for all will be the rule for the next decade.

Education is the great equalizer. A great teacher said, "You shall know the truth, and truth shall make you free." I am sure this next statement will be challenged by others but we, as educational media specialists, are in a position of probably knowing more about learning, what makes learning take place, and how to make learning take place than any other group of professional people. Because of this and the need for the world education to solve the world's problems, we are on the threshold of a great leap professionally because of what we have to offer. However, we must change our image as gadgeteers to that of true professionals. Let's put what we have to offer in a more attractive package and sell it to the waiting world.

I feel the future is one of excitement, tremendous change, a period of shortages, but with an increasing quality of life based on an increasing humanitarianism, followed by a new era of prosperity to begin sometime after 1984. All of us will have to sacrific for a while, but eventually when everyone's quality of life is improved, both materially and spiritually through education, all of us will have gained.

JOAN SUSTIK (Iowa)

It's generally safe to make predictions about the next decade since ten years is too long a time for anyone to hold their breath and wait to tally accuracies. And besides, as any Jeanne Dixon watcher can attest, given enough generated predictions, some WILL come about, leading the predictor to an "I told you so" status.

But unlike the tabloid predictions, the 1975 Okoboji Conference is concerning itself with more serious issues over the next decade as implied in its Orwellian referent title, "1984 - Less Than a Decade Away." Future speculation today is not done on a whimsical basis, but rather because of the concern that if we ignore the trends of today, we'll be grossly unhappy with their results in the tomorrows which lie in wait.

The following lists my thoughts concerning the 1975 Okoboji conference theme:

1. Because the postwar baby boom will have reached maturity, America in 1984 will move from a youth worshipping to an adult oriented society.
2. Americans will become more European in their realization of the limits of energy sources, the purchasing power of the dollar, and the work ethic.
3. The present move toward lifelong learning will have firmly been established.
4. The increase in the amount of leisure time will switch the American orientation from "live to work" to "work to live."
5. There will be a growth and acceptance of varying lifestyles.
6. There will be an increase in State responsibility and corresponding decrease in Federal responsibilities as the nation grows in number and complexity.
7. As travel time decreases and worldwide communications increase, there will be more of a feeling of responsibility to others worldwide.
8. Within the profession, as in the medical profession in the past, it will be more difficult to keep up with changes as the field grows.
9. Education will be less building bound so that the educational media professional will work in many more non-school settings.
10. There will be a worldwide fear that the law of gravity will be broken and the magnetic north pole will slip south, thereby erasing all information stored on computer tapes. This could be a grave situation indeed.

PAMELA TETLEY (Maine)

Life in 1984 will have created highly accelerated demands on the already overcrowded information circuits. Available funds and trained human resources to handle the demand will fall farther and farther behind unless we begin now to develop some resource stretching strategies. It is all well and good to predict fantastic technological advances, but the fact remains that there are millions of aspects of the global society which accelerate at vastly different rates and in the midst of technological wealth is technological poverty. In view of this premise, I feel our role in the present is to devise and implement plans for dealing with change itself and with the rate of change.

I feel that my role as an individual will differ in that I will become more self-sufficient. At the same time I will become increasingly involved in my community for the purpose of helping individuals and types of people become more self-sufficient. I will move to several different communities, probably of different natures by 1984, which will create each time a small spasm of economic turnover.

My role as a professional in the field of educational technology will be involved with identifying the technologically poor in education and assisting them to help themselves and others deal with appropriate goals and rates of implementation to reach these goals.

I would suggest that the 1975 Okoboji Conference could make a contribution to developing a nine-year plan (1975-1984) aimed at a goal of where we want the field of educational technology to be in 1984 and what steps we need to take to reach that goal. Toffler is at least into Management by Objectives if not PPBS. His solutions to the problem of rate of change center around planning from the bottom up. He calls it anticipatory democracy. He suggests that future shock may be reduced by establishing implementation steps toward a goal including alternative outcomes for each implementation step. Perhaps we can use his thoughts as a framework and build our own plan.

ALAN D. TODD (Oklahoma)

I expect a fast moving, but systematic life-style in 1984. Technology should have advanced to such a degree that many individuals will have at their disposal more information and resources than ever before. We will be giving more emphasis to continuing education, and working with the young to not only accept, but expect, states of apparent non-equilibrium. Hopefully, education will have reached a level where we can truly emphasize the process of learning, and not spend as much time on products.

By 1984, more time will be available for activities outside our vocation. As technology advances, tasks should be accomplished quicker and more efficiently. As a result, leisure activities will become more important. Regardless of what our outside interest may be, they will play a major role in our weekly lives.

As more information and resources are made available, much of a professional's time will be spent in digesting the information being presented. As the area of educational technology broadens and develops, and technology itself grows, a professional will be required to grow and develop in similar directions.

One can expect more time to be made available for research and development activities in our field. Telecommunications will probably be the fastest growing and most used of the media, and we will have to be able to cope with this.

CONNIE TRONE (Colorado)

1984 looms in the not too distant future, a date that symbolizes all modern man's fears caught in a crossroad of time. Perhaps George Orwell and his book have intimidated one into believing that any optimistic speculations for the future of the human race are indeed foolish, and perhaps those apprehensions are well-founded.

A decade from now, computers and gadgets will rule our daily lives; transportation will service the masses, rather than individuals; education will be delivered to the learner, prescribed and developed for his particular needs and abilities; socialized medicine will service increasing demands in geriatrics and psychiatry; people will become more mobile, with interpersonal and intra-family relationships difficult to develop and/or maintain.

Individual freedoms may be more difficult to preserve in the approaching decade, but individuality itself may become easier to develop as society's unwritten "laws" continue to diminish in authority.

Being a professional in the field of educational media in 1984 will be tricky. The role in itself will be more definitively a leadership position, since technology in education will have further increased in importance by then. But more than ever before, when people's lives will literally be choked with technology, it will become more necessary for the technologist to emphasize the human aspect while also teaching the "mechanical". Knowing how to work effectively with people in a computerized world will be a coveted asset for the media professional, but 1984 is less than a decade away -- does anybody really know what time it is?

RALPH VIRGO (Iowa)

It is interesting that we would discuss the nature of society in 1984 in terms of its relationship to our roles as professionals and our roles as individuals. The field of educational technology will probably have no positive effect on change in the next decade to the extent that our behavior continues to be defined by an individual/professional dichotomy. A consequence of such a dichotomy is the supposition that there is a difference between the kinds of priorities that we have as professionals and those that we have as individuals. As long as we believe that this difference is real, the result must be a neutralization of decision. By this is meant that the range of valid alternatives is limited to those which do not require qualitative change. The kinds of behaviors defined as professional, and the kinds of decisions judged to be realistic, are those which impede change. Thus, for example, though we recognize that important learning takes place in non-school environments, our professional response is to act as if it were not true. Instead we attempt to translate the kinds of learning experience that already exist in non-school environment into designed instruction.

To not take such a tact has its hazards. The undermining of the notion of professionalism may be counterproductive in terms of our claims for legitimacy in the field of education. In large part, the future will be determined by our response to that hazard.

ELMER H. WAGNER (Louisiana)

The theme for this year's conference is so all encompassing that I think we should first look backward at a problem that will perhaps shed light on the future. Much time has been spent studying the education of the media specialist and much money has been spent over several decades to place media in the schools. My state has received its fair share of these funds--but the general state of education is still ashamedly low. Frankly this problem is duplicated in many places and media has a black eye from the viewpoint of many onlookers. They feel that if educational technology were any good, it would show some results by now. Progress is not too evident, here or elsewhere.

What is overlooked is the fact that in a very high percentage of cases, monies were spent to buy somebody's plaything, or expenditures were made by persons totally unqualified to select the hardware or software required to implement a program capable of filling the crucial needs of the educational system. The fact is that regardless how much we talk about training the media specialists, many decisions are being made by those least likely to make such decisions and then carry out a successful program; namely, self-styled-specialists whose total abilities lie in dry mounting, laminating, and threading movie projectors, librarians that never wrote a book so why should they think of producing other media--since they are really all alike, and school administrators that rely on the aforementioned specialists--or salesmen--to make their decisions for them.

It is little wonder that programs with such an inept beginning--and usually followed by afterthought utilization programs--are not notably successful.

I am also concerned about the continued interest in emphasizing the integration of the library and educational technology. If we seriously support this idea, why do we keep proposing graduate curriculum to prepare our educational technologist through programs totally different from librarianship preparation? Aren't we talking through both sides of our mouths at the same time? Do we perhaps mean that we support the use of the library as a delivery system to the student--but not as the core of other essential activities in evaluation, design, validation, and techniques of utilization?

Isn't it time that we be specific on this point and then have AECT put on a strong program to help establish the position of the educational technologist in every school?

I am sure that there will be many very important concerns voiced by other participants, all looking forward to 1984, but if any of them are to ever come about we must first establish a firm basis in which the educational technologist will be a key person in making decisions about the program, and then in seeing that the program is carried out.

SHMUEL LARRY J. WAHLI (Indiana)

Life in 1984 will not experience the barrier of global distance. Even the smallest and most remote country will be as a neighbor and a potential source for ideas and culture borrowing. Technologies will become more and more sophisticated throughout the globe and will produce interdependent relations between societies. The redistribution of Arab wealth, for example, will abet the determination of technological advances, along with world investments and political alignments. These in turn will affect the base of every society. Major societal tides will arise as common concerns and begin to establish a universal government. In homogeneous societies, a global government will help provide a base for the evolution of man into life styles which are cross-cultural and expressive of universal goals.

Advanced technologies will force us to advance in knowledge. Learning will increase to three-to-four times the amount we have assimilated in the past decade. The individual will be involved in the effective application and integration of the increase of knowledge. Thus, the individual's needs will be based on the ability to assimilate and to apply the advances which technology will require.

It is anticipated that communal life styles and involvement in global aspects will likewise be tripled in 1984. Hence, the individual will have greater intra-societal relationships which will modify behavior accordingly.

Global networks via machine interconnections will revolutionize the media profession. Media professionals will be included in establishing and controlling the networks between institutions and stations. This will require a need for optimum flexibility in order to achieve satisfactory performances. New media will be developed to speed communication messages and processes and at the same time reduce cost so all can participate in the global system. Since every facet of society will be utilizers of the 1984 mass medium, the profession will experience demands for instructional development scientist, software selectors, network programmers and station controllers in supporting the interchange of resources between network users.

ANDD WARD (Rhode Island)

Nine Years Hence...Fast-moving people scurrying hither and yon in robot fashion. Automatons taking a pill for this, a pill for that. The Age of Instant Everything. "Enjoy Now, Pay Later" philosophy expanded a thousand times so "later" never comes. Neon lights flashing, music blaring, humans running, time fleeting.

You, the individual, caught in the maze. To whom do you turn? Perhaps to your friendly mediarian, who prescribes with a humanistic touch. And through media opens windows to the world.

Time is racing towards NINE YEARS HENCE, when life will be a high speed film. Our challenge as instructional technologists: to try to grasp the future before it overwhelms with its intensity and depth; and to create meaningful instruction for a world we can only imagine.

The Future: Implications for Media

1. More information and knowledge
   NEEDED: Efficient systems for processing, storing, and using information; training in choosing alternatives, scheduling time, and ignoring inessential material.

2. More interest in lifelong learning
   NEEDED: New patterns of deploying human resources, mediaware, educational facilities; collaboration with community agencies.

3. Availability of telecommunication devices in the home
   NEEDED: Flexibility in the schooling structure.

4. Increasing dependence on computers and other machines in instruction
   NEEDED: Humanization of education.

5. Overcrowding and resultant overloads
   NEEDED: Ways to restore organism to a sense of equilibrium; methods for preventing overload.

JERRY WARD (Washington, D.C.)

I vacillate between a positive and negative view of life in 1984. On the one hand, I see us struggling with life in an increasingly impersonal, technological society, and losing. Decisions are made that vitally affect us purely on the basis of temporary expedience. The result may be an even more impossible life than that of the present; over-crowded, under-fed, polluted, bouncing between wars, trying to participate in a society totally paralyzed by competing power forces, and wishing for options long-before squandered. On the other hand, we may live in a world in which science and technology have created the new millenium--leaving us to our natural tasks of creativity, liberty, and the pursuit of happiness. At this point, life can be either--depending upon what we decide we want, and if we care enough to commit ourselves to either building or preventing.

My role as an individual will have negative and positive features. On the negative side, I will be searching increasingly for privacy, uncrowded surroundings, and that one last meadow with rabbits in it. Also, my daughters will be teenagers, and I will struggle with maintaining my family life in a non-family, unstructured, teenager-oriented society. On the positive side, I expect that a number of nagging difficulties will have ironed themselves out to such an extent that household chores, interpersonal communication, and entertainment will be possible in new exciting ways. Also, I will be spared such distractions as commuting, and endless hours away from home, freeing me to concentrate on my individual role more than in the present.

My role as a professional will be quite different. A series of prioritizings forced by economic chaos in the early eighties will have functionally ended my profession. My role will be that of an on-line consultant with a number of learners all over the world, and the advent of simultaneous world-wide transmission/translation/reception will considerably expand presently narrow conceptions of professional performance. An end to organizational and institutional limits and constraints to professional roles will be facilitated by the revolutions in learning, communicating, and living. As an optimist, I assume that we will have done what is necessary, both individually and collectively to bring these changes about.

PAUL W. WELLIVER (Pennsylvania)

It requires only a cursory glimpse at the past few decades to perceive the accelerating pace of technology, social change, political instability, economic shifts, ecological erosion, and the pursuit of each individual for freedom, justice, and a full and contented life. There is every reason to believe that this pace will quicken. The latter of these factors is the antithesis of the others. If the former factors are not controlled, the latter is unlikely to be realized. What hope have we for 1984?

We face an increasingly entangling web of complexity. Technology is complex; society is complex; politics are complex; economics are complex; ecology is complex; individuals are complex. Obviously, the complex of these complexities is indeed complex. How can we deal with these complexities to insure a desirable outcome?

I as an individual must commit myself to the right of all other individuals to achieve their basic needs and desires.

I as a professional must commit myself to structuring educational experiences through which each individual can efficiently and effectively cope with those factors which detract from our human goals.

MARY WILKERSON (Kentucky)

What does 1984 hold for life and society? If only we could look into a crystal ball and see exactly what these next nine years will bring forth, perhaps we could be better prepared. But since we have no crystal ball to furnish an accurate prophecy, we must try to obtain our projections into the future by examining the past and the present.

I am concerned that we see our society becoming more automated and more impersonal all the time. Money machines dispense money; vending machines dispense food and drink; information-retrieval systems dispense knowledge; computer assisted instruction can dispense a child's complete instructional program right in his home.

Certainly it is wonderful that technology can be applied to time-saving and helpful devices. But what does it do to the warm personal approach? Can a money machine take the place of a friendly bank teller? Can a vending machine replace a cheerful waitress? Can an information-retrieval system offer the personalized assistance of a well-trained media specialist? And can computer assisted instruction offer the inspiration that can be obtained from a dedicated teacher or the friendships and personal relationships that can come from classmates?

My own professional role is changing greatly at present because of a specific situation in my school district. Two school systems have just been merged, resulting in the twelfth largest system in the nation; and we are in the process of devising a desegregation plan suitable to the Courts and then implementing the accepted plan. My goal is to adapt to whatever changes come about, be they technological or social, in such a way that I shall make the most valuable contribution possible, never losing sight of the importance of each human being.

MIKE WOOD (Kansas)

The first impulse is to dismiss George Orwell's vision as premature, to regard his Big Brother society as pure fiction. A more serious consideration, however, brings the realization that we are already prey to government monitoring, that we are increasingly communicating with computers, and that the structure of the family unit and thus society as a whole is becoming less cohesive. That, coupled with the assumption that the next decade will bring as many changes as have been witnessed in the last ten years, leads one to consider more carefully what Orwell, Huxley, Bradbury, and other futurists have envisioned. No matter what the shape of society, it can be guaranteed that technology will have played a most decisive role, and it is likely, as the aforementioned fictionists have predicted, that a visual communicator of some sort (e.g., "telescreens," "Four-wall televisors," "feelies,") will be a dominant part of each person's life.

I, like others, will undoubtedly find myself relying more on electronic modes of communication, recreation, and entertainment. The challenge will be to use the electronic conveniences efficiently and still maintain a degree of face-to-face contact and interaction with other community members. As an ecologist I will also be concerned that extensive planning be a prerequisite to the construction of satellites, transistors, computer terminals--that our natural resources be used conservatively for such constructions.

There is a good chance that my profession will still be directly or indirectly related to public education, and an equally good chance that public schools will still be dragging their feet with regards to instructional technology, that their goals will still be confusing, and that equality between schools, districts, and states will still be unfulfilled. My professional goals in 1984 may be the same as today--to work toward the integration of instructional technology into all classrooms, while still retaining a maximum of direct teacher-student and student-student interactions.